YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	University of Delhi
• Name of the Head of the institution	Professor Yogesh SIngh
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	011-27667011
• Mobile no	8800457999
• Registered e-mail	du_naac@du.ac.in
• Alternate e-mail address	vc@du.ac.in
• City/Town	Delhi
• State/UT	Delhi
• Pin Code	110007
2.Institutional status	
• University	Central
• Type of Institution	Co-education
• Location	Urban

• Name of the IQAC Co-ordinator/Director	**Prof Mukesh Kumar Mehlawat**
• Phone no./Alternate phone no	**011-27666758**
• Mobile	**9810642877**
• IQAC e-mail address	**iqac@admin.du.ac.in**
• Alternate Email address	**iqac.univofdelhi@gmail.com**
3.Website address (Web link of the AQAR (Previous Academic Year)	**https://www.du.ac.in/uploads/new-web/15052024_AQAR-Report-2022-23.pdf**
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	**https://www.du.ac.in/index.php?page=academic-calendar**

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**A+**	**3.4**	**2024**	**08/11/2024**	**07/11/2029**
Cycle 1	**A+**	**3.28**	**2018**	**30/11/2018**	**29/11/2023**

6.Date of Establishment of IQAC	**12/04/2014**

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
University of Delhi	**Institution of Eminence**	**UGC**	**2020 (5 years)**	**1000 Crore**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	**View File**
9.No. of IQAC meetings held during the year	**02**
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional	**Yes**

website. (Please upload, minutes of meetings and action taken report)	
• (Please upload, minutes of meetings and action taken report)	**View File**
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. Submission of IIQA and SSR for accreditation under Cycle 2: The IQAC has completed all requirements for accreditation under Cycle 2 for 2018-2023, as mandated by the National Assessment and Accreditation Council (NAAC). This included the timely compilation and submission of the Institutional Information for Quality Assessment (IIQA) and Self Study Report (SSR).

2. Academic Audit: The IQAC has coordinated an Academic Audit of the various Departments and Centres within the University. The process involved collecting information using Benchmark forms and conducting physical visits by the expert teams.

3. External Administrative Audit: The IQAC has facilitated the University's administrative audit, coordinating efforts with an External Expert Team.

4. Digital Maturity Framework: The IQAC coordinated the University's participation in the Digital Maturity Framework supported by Quacquarelli Symonds (QS). This initiative aims to assess the University's digital strategies and initiatives.

5. Assessment of the Journals for UGC CARE Group I Listing: The IQAC developed a checklist required to be completed by Journal Editors before submitting their journal for recommendation for inclusion in the UGC CARE Group I listed journals. This measure ensures that only high-quality journals are recommended by the University.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Academic and Administrative Audit	The IQAC has coordinated an Academic and Administrative Audit of the various Departments, Centres and Administrative Units within the University. The process involved collecting information using Benchmark forms and conducting physical visits by the expert teams. This exercise was very helpful for the

	departments and centres to know about their weaknesses and strengths.
Assessment of the Journals for UGC CARE Group I Listing	The IQAC developed a checklist required to be completed by Journal Editors before submitting their journal for recommendation for inclusion in the UGC CARE Group I listed journals. This measure ensures that only high-quality journals are recommended by the University.
Analysis of University performance for National/Global Rankings	Detailed analysis discussions were conducted to improve the performance of the University in national and international rankings.
Collection and Analysis of Student Feedback	A student feedback form was created and distributed to all academic departments and centers to gather student opinions. A comprehensive analysis of the collected information was subsequently performed.
Increasing International Engagement in Teaching and Research	Efforts were made to boost international engagement by appointing adjunct faculty and establishing Memoranda of Understanding (MoUs).

13.Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name	Date of meeting(s)
Chairman, Executive Council	27/01/2025

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No

15.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	15/04/2024

16.Multidisciplinary / interdisciplinary

The University of Delhi is a multidisciplinary institution that includes all streams of higher education, including sciences, arts, humanities, social sciences, commerce, management, education, law, music, medical sciences, and engineering. It has implemented the National Education Policy (NEP) 2020 in its undergraduate programmes through its Undergraduate Curriculum Framework (UGCF 2022) from the Academic Session 2022-23 and is

working on its implementation in its postgraduate programmes. The UGCF 2022 has been formulated with a student-centric approach in providing academic flexibility in choosing the programmes/disciplines of study, developing educational pathways through the selection of academic, multidisciplinary, skill-enhancement (SEC), valued-added (VAC) and ability-enhancement (AEC) courses, thereby optimizing the students' strength to the best possible extent. Provision for internship, apprenticeship, social outreach, projects, entrepreneurship, research, and innovation, which are the fundamental principles of NEP 2020, have been embedded in UGCF 2022. The University endeavours to nurture the innate potential of each individual with an aptitude for community service, problem-solving, analytics, and research, as well as a strong sense of nationalism and ethics. The 38 value-added courses (VAC) designed by the University of Delhi in UGCF 2022 inculcate ethics, culture, Indian Knowledge systems, constitutional values, soft skills, and sports education. To supplement this, the University has recently established three new centres (namely, the Centre for Hindu Studies, Centre for Tribal Studies, and Centre for Independence and Partition Study) to extensively study the values and rootedness of Indian culture from various perspectives. More than 250 skill-enhancement courses (SEC) are specially developed by the University of Delhi in UGCF 2022 in different domains to provide various skills to students with a higher degree of hands-on training. Each SEC has been mapped to a skill set to enhance employability. As a part of the ability-enhancement course (AEC), the "Environmental Science and Sustainable Development" course of two credits each is taught compulsorily to undergraduate students in the first and second years, having a practical component. Moreover, UGCF 2022 allows the students to study 22 languages enshrined under the eighth schedule of the Constitution of India, thereby allowing the students their holistic development, including the ability to acquire proficiency in a language beyond their mother tongue. To encourage multidisciplinary education, a pool of generic elective (GE) courses is offered to the students in UGCF 2022 in each semester, apart from their core-discipline courses. Moreover, the VAC and SEC courses are multidisciplinary and can be offered regardless of the discipline. This, in particular, highlights the University's approach towards integrating humanities and science with STEM. The "Open Electives" are offered at the postgraduate level for students of all programs, including students of the same department during the second year of their study. From the academic session 2023-2024, the University started an M.A. in Hindu Studies as a significant course alongside the minor methods of computer science, data analytics, artificial intelligence, graphic design and animation, management, and commerce. As a part of the Centenary Celebration, the University has taken a unique step by launching the "Competence Enhancement Scheme 2023," which provides an opportunity to learners from any age/discipline/profession and to students from other universities /institutions to study a handful of courses from this University. All courses taught at the University of Delhi at the undergraduate and postgraduate level are credit-based. UGCF 2022 courses have credits, including AEC, SEC, VAC, GE, internship, apprenticeship,

social outreach, projects, dissertation, and entrepreneurship. To effectively implement NEP 2020 through UGCF 2022, the five clusters of colleges (Knowledge Networks) have been formed to allow colleges to pool their resources to provide greater flexibility to the students regarding the subjects they can study. Last year, more than 1,000 students used the cluster college system. At the undergraduate level, after the implementation of NEP 2020, every undergraduate programme curriculum has a multidisciplinary course component (called Generic Electives), where a student may study minimum four to maximum ten such courses during their four year undergraduate programmes. More than 1100 multidisciplinary courses have been developed at the undergraduate level. The UGCF-2022 incorporates the kernel of research in its framework with a mandatory programme on research methodologies as one of the discipline-specific elective (DSE) courses in the VI & VII semesters for students who opt for writing dissertations on major/ minor at VII and VIII semesters. Further, provision for internship/apprenticeship/ project/ community outreach right from the III semester up to the VI semester provides ample opportunity for the students to explore areas of knowledge/ activity beyond the classroom and reach out to the world outside without any dilution of the academic feature of the course of study, he/she is pursuing. This also acts as a precursor for the students to take up educational projects or entrepreneurship later in the VII & VIII semesters. Apart from that, the University of Delhi Institute of Eminence teaches interdisciplinary research among university departments through its six academic schools. UGCF 2022 provides the flexibility of multiple exits and provision of re-entry at various stages of the undergraduate program, with the appropriate Certificate / Diploma/ Degree at the end of every even semester after securing the requisite credits.

17. Academic bank of credits (ABC):

The University registered in the Academic Bank of Credits (ABC) Portal in September 2021. From the Academic Session 2022-23. Students enrolled in undergraduate programmes from the academic session 2022-23 are made to register in the ABC Portal as a pre-requisite for filling out the examination forms. The University of Delhi created the second-highest ABC IDs across the Central Universities (13,24,975 as of 09/01/2024). The University of Delhi has also successfully uploaded about 260903 Unique Credit Data with Students ABC ID Account on the Digilocker portal concerning sessions 2020 and 2021. The University of Delhi also supports the Digi locker team in various ways. To enable internationalization and credit transfer from Indian and foreign institutions, relevant UGC guidelines have been placed before the Academic and Executive Councils, and the modalities are being implemented. The syllabi of all undergraduate and postgraduate courses are designed through rigorous meetings and discussions in a democratic manner by a committee of courses constituted at the department level involving the faculty members from the constituent colleges of the University. Apart from deciding on the textbooks, reading materials, internal assessment criteria and end-semester examination, the component of the Tutorial has been streamlined

and examined through continuous assessment in UGCF 2022 (as emphasized in NEP 2020).

18. Skill development:

UGCF 2022 embeds the compulsory vocational education and soft skills component through several skill-enhancement courses (SEC) and Value Addition Courses (VAC) courses in the undergraduate programmes. About 120 SEC are specially developed by the University of Delhi under the UGCF 2022 in different domains to provide various skills to students with a higher degree of hands-on training and integrate vocational education with academics. Each SEC has been mapped to a skill set to enhance employability. Various departments, like Law, Music, Fine Arts, etc., engage the services of external experts to provide vocational/ technical skills to the students and faculty members. Under the aegis of the Campus of Open Learning, University of Delhi, the Centre for Professional and Technical Training is established, which is an industrial training institute to offer job-oriented and skill-based vocational courses in various professional fields to offer internships and employment opportunities to the youth with the assistance of external training partners. The classes of the above training programs and certificate courses are conducted in online/ offline mode. Every undergraduate student can study 6 SECs in the first three years of the Four-year UG programme or opt for Internship/ Apprenticeship/ Community Outreach as an alternative to studying SEC, starting from semesters 3 to 6. As on date, 140 SEC courses have been approved. Further, Skill Development Centres (SDCs) have been established in 12 colleges with a total grant of 1.15 crores. 25 more SDCs are in the pipeline to be established in 2025.

19. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

To preserve and disseminate the Indian Knowledge System, the University has embedded over 32 courses in the UG programmes. The University is also promoting 22 Indian languages to increase awareness about our rich and diverse culture and unveil the traditional knowledge embedded in our society. The University follows an inclusive curriculum wherein students from diverse backgrounds are taught using bilingual modes for an effective teaching-learning process. The following courses are integrated with the Indian Knowledge System. Discipline Specific Courses · Historical Study of Hindustani Music · Historical Study of Indian Music · Punjab Di Lokdhara (DSC-2) · Punjabi Sabhiyachar (DSC-3) Generic Elective Courses (multidisciplinary) · Readings on Indian Diversities and Literary Movements · Bangla Sahityer Sankhipta parichay · Bingsha Shatabdir Bangla Kathasahitya · Introduction of Indian Literature · Introducing Comparative · Telugu Literature and History: An Introduction · Introduction to Tamil Folk Literature · Punjabi Lok Sahit (GE-4) · Indian Aesthetics · Basic Principles of Ayurveda · Sanskrit Narratology · Bhartiya Gyan Parampara (Indian Knowledge System) · An introduction of Hindustani Music · Biodiversity and Indigenous Knowledge · Chemistry in Indology and Physical & Mental Well Being (GE-21) ·

Introductory Astronomy · Culture and Everyday Life in India · Ideas in Indian Political Thought · Nationalism in India Value Addition Courses · Ayurveda and Nutrition · Ethics and Culture · Ethics and Values in Ancient Indian Tradition · Gandhi and Education · Panchkosha: Holistic Development of Personality · The Art of Being Happy · Vedic Mathematics −I · Yoga: Philosophy and Practice.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The University has shifted to a Learning Outcomes Curriculum Framework (LOCF) since 2019 in all the UG and PG programmes. LOCF emphasizes what students shall be able to do after completion of each course and programme, in terms of skills and knowledge they shall be able to demonstrate, the analysis and application they shall be able to perform and the development or creation of new ideas and products. The UGCF 2022 has made it mandatory to frame each course's Learning Objectives and Learning Outcomes to ensure precision in the teaching & learning process. Emphasis has been put on more hands-on learning and experience for the learners in the new syllabi and curriculum. The National Higher Education Qualification Framework is also being referred to while developing the outcomes expected at different levels of study and the attributes of a graduate.

21.Distance education/online education:

The Department of Distance and Continuing Education/ School of Open Learning has adopted UGCF 2022 in all its undergraduate courses. Value Addition Course (VAC) is offered in the first six semesters. These courses strive to inculcate ethics, culture, Indian Knowledge systems, constitutional values, soft skills, sports, physical education, and similar values in students, which will help in the holistic development of students.

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	150

File Description	Documents
Data Template	View File

1.2 Number of departments offering academic programmes	51

2.Student

2.1 Number of students during the year	24277

File Description	Documents
Data Template	[View File](#)

2.2 Number of outgoing / final year students during the year:	6660

File Description	Documents
Data Template	[View File](#)

2.3 Number of students appeared in the University examination during the year	7779

File Description	Documents
Data Template	[View File](#)

2.4 Number of revaluation applications during the year	253

3.Academic

3.1 Number of courses in all Programmes during the year	2556

File Description	Documents
Data Template	[View File](#)

3.2 Number of full time teachers during the year	974

File Description	Documents
Data Template	[View File](#)

3.3 Number of sanctioned posts during the year	1778

File Description	Documents
Data Template	[View File](#)

4.Institution

4.1 Number of eligible applications received for admissions to all the Programmes during the year	179500

File Description	Documents

Data Template	View File

4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	6572

File Description	Documents
Data Template	View File

4.3 Total number of classrooms and seminar halls	325
4.4 Total number of computers in the campus for academic purpose	15000
4.5 Total expenditure excluding salary during the year (INR in lakhs)	60206.58

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

The University of Delhi, as a premier Institute of Eminence (IoE), focuses on holistic student development through quality education across various disciplines. After conducting extensive stakeholder consultations in 2019, the University revised its postgraduate (PG) curricula to implement the Choice-Based Credit System (CBCS). An innovative system was established to map out Programme Outcomes (POs) and Course Outcomes (COs), ensuring they align with local, regional, national, and global developmental needs.

At the Undergraduate (UG) level, the CBCS was further enhanced by adopting the Learning Outcome-based Curriculum Framework (LOCF) in 2022 by the National Education Policy, 2020. This framework includes provisions for internships, apprenticeships, social outreach, projects, entrepreneurship, and research, reinforcing the relevance of the curricula.

Introducing skill-based and hands-on training courses during the curriculum revision aims to bridge the industry-academia gap. Open Elective Courses were designed to address diverse local, regional, and global needs, encouraging interdisciplinarity. The PG programmes integrate components such as internships, dissertation/project writing, and field studies, while various certificate and diploma courses enhance students' knowledge and

skills. Special talks, conferences/seminars, workshops and panel discussions are organised to provide experiential learning and exposure to practical aspects and advances in research. PG programmes adopt a student-centric approach, fostering critical thinking and problem-solving skills relevant for sustainable development. Specific PG programmes, including those in Political Science, Social Work, Hindustani Music, Finance, International Business, Botany, Chemistry, Operational Research, and Anthropology, equip students with the understanding and skills necessary to address social, political, environmental, and economic challenges in both local and global contexts.

File Description	Documents
Upload relevant supporting document	**View File**

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

22

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

640

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

286

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

26

File Description	Documents

Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The University of Delhi integrates professional ethics, gender, human values, environment, and sustainability into its curriculum, aligning with Sustainable Development Goals (SDGs). This integration is seen in both undergraduate and postgraduate programmes that sensitize students to critical societal values and ensure quality education in line with SDG-4. Key components such as dissertation writing, internships, and field studies promote practical engagement and innovation, corresponding to SDG-8. The National Education Policy (NEP) 2020 has introduced academic flexibility through the Undergraduate Curriculum Framework (UGCF 2022), allowing students to choose from a range of multidisciplinary and skill-enhancement courses. To foster ethics and cultural awareness, 26 value-added courses are available, including a mandatory Environmental Science course for all undergraduates. Multilingualism is promoted through courses in the 22 constitutionally recognized languages, and multidisciplinary electives bridge the gap between arts and sciences. Graduate programmes focus on public health and ethics, with courses such as Advanced Human Nutrition and Public Health in Masters in Anthropology. Ethics and Corporate Governance in the MBA programme support sustainable economic growth (SDG-8). Environmental Studies and Geography MSc programs emphasize sustainability and gender issues through courses like Urban Ecosystems and Gender and the Environment, addressing SDG-11. The MA in Sociology includes topics like Sustainable Development and Corporate Social Responsibility.

Overall, the University of Delhi's curriculum effectively addresses professional ethics, human values, and sustainability through a practical, multidisciplinary approach, preparing students to contribute positively to society.

File Description	Documents
Upload relevant supporting document	**View File**

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

155

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year	
9137	
File Description	**Documents**
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

1.3.4 - Number of students undertaking field projects / research projects / internships during the year	
4458	
File Description	**Documents**
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	• **All 4 of the above**
File Description	**Documents**
Upload relevant supporting document	**View File**

1.4.2 - Feedback processes of the institution may be classified as follows	• **Feedback collected, analysed and action taken and feedback available on website**
File Description	**Documents**
Upload relevant supporting document	**View File**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

11046	
File Description	**Documents**
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

5420

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the studentsand organises special Programmes for advanced learners and slow learners

The University of Delhi adopts a comprehensive approach to student learning by addressing diverse learning levels through specialized programs. Each department implements a rigorous admission process for Master's and Ph.D. programs, utilizing entrance exams aligned with reservation policies. Internal assessments, like seminars and tests, help gauge students' abilities. To support slow learners, departments offer tutorials, one-on-one sessions, and encourage parental involvement, especially in sensitive cases. Advanced learners receive additional mentoring and lab opportunities. A personalized approach allows instructors to adapt teaching methods to individual needs. For instance, the Department of Political Science employs varied assessment methods, while the Department of Social Work focuses on one-to-one mentoring during fieldwork. The Department of Education uses continuous assessments and tutorials to guide students facing challenges. The Mathematics Department provides special classes for slow learners, and research scholars assist in mentoring. Departments like Microbiology and Linguistics tailor their teaching for effective learning, while the Department of Adult Education offers extensive support, including life skills training. The Faculty of Management Studies (FMS) stands out with a student-driven approach, encouraging active participation in organizing activities. Overall, each department emphasizes tailored support to meet diverse learning needs and promote personal development.

File Description	Documents
Upload relevant supporting document	**No File Uploaded**
Link For Additional Information	**Nil**

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
24277	**974**

File Description	Documents
Upload relevant supporting document	**View File**

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

The University has focused on student-centric methods to enhance learning experiences through experiential learning, participative learning, and problem-solving methodologies. Key highlights include:

1. Interactive Sessions: The University encourages interactive sessions that involve quizzes, discussions, presentations, group activities, and assignments, which promote self-assessment and critical thinking.

2. Participative Learning: Specific departments, such as the Faculty of Law, utilize participative learning methods through case studies and Moot Court competitions, allowing students to engage actively with the material.

3. Experiential Learning: Various Departments uses an interactive approach combining theoretical, practical, tutorial sessions, and seminars. This hands-on experience helps students apply their knowledge in real-world scenarios.

4. Diverse Methodologies: Other departments like Zoology, Environmental Studies, and Plant and Molecular Biology offer practical classes, seminars, symposiums, discussions, and projects. This variety allows students to engage in in-depth learning and problem-solving.

5. Use of Technology: Integrating ICT tools enhances the learning experience by providing immediate access to information and facilitating resource-based learning. Online platforms such as Google Classroom and Microsoft Teams support communication, enabling collaborative learning. These strategies reflect a strong commitment to engaging students, fostering critical thinking, and improving learning outcomes through innovative teaching methodologies.

File Description	Documents
Upload relevant supporting document	No File Uploaded

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

Teachers utilize ICT-enabled tools and online resources to enhance effective teaching and learning processes throughout the academic year. The university's commitment to integrating these technologies is evident in the following points:

1. Interactive Teaching Methods: Classrooms are equipped with smart boards, projectors, and laptops, facilitating the combination of traditional and modern teaching approaches.

2. WiFi-Enabled Classrooms: These classrooms allow students to stay updated with study resources and utilize online platforms.

3. Utilization of Various ICT Tools: Teachers employ a range of ICT tools such as presentations, quizzes, and online modes. During the pandemic, they effectively used platforms like Google Classrooms and Microsoft Teams for remote teaching.

4. Resource Maximization: Departments incorporate multimedia tools, virtual labs, and online platforms to enhance the learning environment for students.

5. Continuous Learning Opportunities: Seminars, workshops, and webinars on new developments are conducted using ICT facilities, promoting ongoing professional development.

6. Accessibility and Infrastructure: The institution provides comprehensive support through LAN connections, fully equipped classrooms, and dedicated faculty spaces with computers and internet access.

8. Faculty Development Programs: There are initiatives to highlight and support faculty development programs focused on e-learning adoption, ensuring that educators are well-equipped to use these technologies.

Through these efforts, the integration of ICT tools fosters experiential learning, online collaboration, and resource-based education, enabling teachers to implement dynamic and effective teaching strategies.

File Description	Documents
Upload relevant supporting document	No File Uploaded

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

974

File Description	Documents
Upload relevant supporting document	No File Uploaded

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

974

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

938

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	No File Uploaded

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

10538

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	No File Uploaded

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

53

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	No File Uploaded

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

47

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

47

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	No File Uploaded

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

253

File Description	Documents
Upload relevant supporting document	No File Uploaded

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

The University has embraced a comprehensive shift towards digitalization in its examination processes, significantly improving the examination management system. Key changes include the introduction of an online registration system, which streamlines the registration process and allows candidates to register from any location, eliminating physical paperwork and queues. This has established a centralized database that simplifies management for both administrators and examinees.

The transition from traditional paper-based exams to computerized administration offers multiple benefits that enhance continuous internal assessment and end-semester assessment. This shift minimizes manual errors, ensures secure storage and retrieval of exam data, enables question order randomization, and facilitates adaptive testing for personalized assessments. Additionally, automated result processing expedites evaluation, reducing the workload for human graders and generating detailed result reports and analytics that provide valuable insights.

To maintain the integrity of examinations, robust IT security measures such as secure exam delivery platforms, data encryption, and multifactor authentication have been implemented. The commitment to accessible and inclusive examination practices is evident through features for candidates with disabilities and alternative exam formats. The introduction of initiatives like online duplicate marksheets, online transcript applications, and an online submission system for Ph.D. theses further reflects the institution's dedication to efficient, secure, and inclusive examination practices in the digital era.

File Description	Documents
Upload relevant supporting document	No File Uploaded

2.5.4 - Status of automation of Examination division along with approved Examination Manual	A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	No File Uploaded

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

The University of Delhi has effectively integrated and widely disseminated learning outcomes, encompassing both generic and program-specific attributes. Specific programs such as M.A/M.Sc. and Ph.D. clearly articulate learning objectives and outcomes on their websites, serving as guidelines for students and aligning with contemporary curricula aimed at academic and research

excellence. Departments outline specific objectives, program-specific outcomes, and course outcomes that emphasize critical skills such as abstract thinking, computational abilities, effective communication, and the application of theoretical knowledge.

Moreover, the assessment methods, course content, and expected outcomes are transparently communicated through syllabi, departmental websites, and orientation programs. Students become familiar with program outcomes and the relevance of the course curriculum during an orientation program at the time of admission, followed by ongoing interactions with faculty throughout their studies. In this context, the teachers proactively inform students of the learning outcomes specific to each paper.

The integration of the Choice Based Credit System (CBCS) across departments further underscores the uniformity in evaluation, allowing students the flexibility to choose courses while ensuring that the pedagogy is oriented towards achieving Program Specific Outcomes (PSOs). Evaluation is conducted through continuous assessments, mid-term tests, and a final-semester examination, equipping students to assess their learning attainment throughout their program.

In summary, the institution has successfully embedded learning outcomes into its diverse programs, ensuring comprehensive transparency and accessibility through various online platforms and documents.

File Description	Documents
Upload relevant supporting document	No File Uploaded

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

The assessment of the programs involves diverse criteria that focus on the evaluation of program outcomes, program-specific outcomes, and course outcomes. Faculty members play a crucial role in this assessment process by incorporating valuable feedback from students. The University of Delhi conducts formal exams to measure these course outcomes, and this evaluation is complemented by tutorials and practice sessions that facilitate the practical application of concepts.

Furthermore, the program's success is highlighted by the number of student publications and achievements, including securing postdoctoral positions in esteemed institutes globally. This overall evaluation framework indicates that the institution is actively assessing the attainment of program outcomes, program-specific outcomes, and course outcomes throughout the academic year.

File Description	Documents
Upload relevant supporting document	No File Uploaded

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

6660

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

https://www.du.ac.in/uploads/24012025_Students-Survey-Report-2023-24.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

The University of Delhi has three main research facilities: two centralized ones and a newly established facility at Maharishi Kanad Bhawan, Institution of Eminence (IoE). The University Science Instrumentation Center (USIC) on the north campus provides sophisticated analytical instruments for researchers and faculty in science departments. It supports high-quality research in physical and life sciences and is open to external academic and industry users for a fee. The center also offers mentorship, training, and workshops. Major instruments include: - Vibrating Sample Magnetometer - High-Resolution X-Ray Diffractometer - LCMS with Quadrupole Time of Flight - 400 MHz Nuclear Magnetic Resonance (NMR) - Scanning Electron Microscope (SEM) with EDS - And many more. The Central Instrumentation Facility (CIF) at the South Campus meets the needs of various research departments and the broader scientific community, providing services in Genomics, Proteomics, Imaging, and Flow Cytometry. It serves both university faculty and external users at nominal rates.

Each department also maintains its own specialized research infrastructure.

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

229.5

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**View File**

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

127

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

1495

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery	**A. Any 4 or more of the above**

File Description	Documents
Upload relevant supporting document	**View File**

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

48

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

145.80426

File Description	Documents

Upload the data template	**View File**
Upload relevant supporting document	**View File**

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

7305.94623

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**View File**

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

466

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**View File**

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

The University of Delhi has developed a robust ecosystem to support innovation through various initiatives, including the establishment of an Incubation Centre and other mechanisms for knowledge creation and transfer. This ecosystem is facilitated by the Research Council, which promotes research, innovation, Intellectual Property Rights generation and commercialization, and entrepreneurship. Key elements of this ecosystem include:

1. Intellectual Property Rights (IPR) Cell: The university has appointed a Chairperson for the IPR cell to oversee patent-related matters, with a dedicated budget for patent filing and maintenance.

2. Research and Development Cells (RDCs): The Research Council has implemented a framework for RDCs, detailing the roles and responsibilities of various committees involved in technology transfer procedures for products developed by faculty. For more detailed information please visit - https://rc.du.ac.in/R-and-D-Cell.

3. Online Certificate Course on Patents: To enhance patent awareness, the university has introduced an online course open to both its members and participants from other institutions, comprising extensive instruction and hands-on training. For more detailed information please visit - https://rc.du.ac.in › Courses-offered

4. Udhmodya Foundation: This Section-8 Company aims to create a dynamic entrepreneurial ecosystem that supports budding

File Description	Documents
Upload relevant supporting document	No File Uploaded

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

137

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

137

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

91

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

| 3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee | A. All of the above |

File Description	Documents
Upload relevant supporting document	**View File**

| 3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website | **C. Any 2 of the above** |

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

4

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

765

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

3216

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

785	

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS	**A. Any 5 or all of the above**

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
6033	**2898**

File Description	Documents
Any additional information	**View File**
Bibliometrics of the publications during the year	**No File Uploaded**

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
24	**17**

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	**View File**
Any additional information	**No File Uploaded**

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

The University has a structured consultancy policy and a centralized system to regulate consultancy offers for individuals and organizations. Faculty members may allocate a maximum of 40 days each year for consultancy work. All remuneration related to consultancy is directed to the Registrar of the University. In

terms of financial distribution, faculty or groups receive 75% of the total consultancy earnings, while 25% is contributed to the University Development Fund. This system ensures a fair allocation of benefits from consultancy work, acknowledging both the expertise of faculty members and the developmental needs of the University. Additionally, the remuneration received by any individual faculty member in a given academic year cannot exceed their total salary. This policy also guarantees that consultancy work does not interfere with a faculty member's regular teaching or research responsibilities. The University sets the administrative charges and fees for the use of equipment and instruments as a percentage of the total consultancy amount involved. However, no charges are applied for individual consultancy when lab facilities are not required. For detailed guidelines, please refer to the following link:
https://www.du.ac.in/uploads/03102020_Research_Profile_2019_new.PDF

File Description	Documents
Upload relevant supporting document	No File Uploaded

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

44.255

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Throughout the year, the institution has been dedicated to extension activities designed to sensitize students and promote holistic development within the local community. These programs often involve outreach activities and field courses, engaging students directly with social issues. For instance, in the Department of Linguistics, students collect data from linguistic communities and offer Sign Language courses, which mainly benefit the disability sector. The Department of Hindi encourages involvement in social awareness initiatives, such as cleanliness drives and advocating for digital transactions, to foster a sense of social responsibility among students. The Faculty of Management Studies (FMS) contributes through initiatives like silent auction crowdfunding and the Alumni Connect Program while offering content sessions spanning various fields. Student-driven initiatives, including blood and clothing donation drives, further illustrate community service.

Other departments, such as Anthropology and Continuing Education & Extension, focus on community needs through screenings, counselling, and community partnerships. Faculty at the Department of Mathematics engage in seminars and webinars to share their knowledge and raise social awareness. The Department of Zoology provides training programs in aquaculture, with genetics PhD students mentoring trainees from diverse backgrounds, emphasizing inclusivity. The Department of Education focuses on holistic development through activities like yoga, music, and art education.

Collectively, these extension activities showcase the university's commitment to student well-being and its role in positively impacting society.

File Description	Documents
Upload relevant supporting document	No File Uploaded

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

29

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

77

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

10005

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

111

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

100

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

The University has adequate facilities for teaching and learning, as mentioned below:

1. Classrooms: The classrooms provide an environment to stimulate critical thinking through meaningful interactions.

2. Teaching Laboratories: Teaching laboratories tailored to the different programmes help students gain specialized skills.

3. State-of-the-Art Research Infrastructure: The university's state-of-the-art research infrastructure significantly contributes to its high research output.

4. ICT-Enabled Facilities: ICT-enabled facilities such as smart classes, LMS have been established to connect students and lecturers.

5. Investment in Modern Infrastructure: University has significantly invested in modernizing its infrastructure by introducing smart classrooms.

6. Wi-Fi Connectivity: Campus-wide Wi-Fi connectivity provides seamless access to digital resources.

7. Integrated Library Management System (ILMS): The university enhances its academic information landscape by implementing the Integrated Library Management System (ILMS).

8. Dynamic Interaction Tools: It integrates major apps like Google Classes and Google Hangout for live video interaction, facilitating dynamic teaching.

These points collectively illustrate the institution's commitment to providing comprehensive facilities that enhance the teaching and learning experience.

File Description	Documents
Upload relevant supporting document	No File Uploaded

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

The University of Delhi prioritizes the holistic development of its students and staff, offering a diverse range of facilities for cultural activities, yoga, indoor and outdoor games, as well as sports. The campus boasts several well-maintained facilities, including the Rugby Stadium, a sprawling 120m x 80m arena accommodating various sports such as Football, Baseball, Softball, Handball, Kabaddi, Ball Badminton, and Hockey. The Multipurpose Hall, located on the first/ground floor, provides a versatile space for activities like Badminton, Netball, Boxing, Handball, Volleyball, Yoga, Basketball, Table Tennis, Judo, Taekwondo, and Chess. Additionally, the University features a Polo Ground with a Synthetic Track for Track and Field events and other sports like Football, Badminton, Baseball, Handball, Hockey, Kabaddi, and Softball.

These facilities have been instrumental in helping students achieve recognition in various sports. The Delhi University Sports Council (DUSC), overseen by the Director of Physical Education, actively promotes sports activities throughout the year, extending these opportunities to all departments, colleges, faculties, and students.

Moreover, the university's cultural council contributes to the enrichment of Indian culture through spaces like the Conference Centre, Convention Hall, Sir Shankar Lal Concert Hall, S.P. Jain Auditorium (at South Campus), etc.

The Gandhi Bhawan at the University organizes diverse activities such as Yoga classes, Gita Path, Gandhi Study Circles, reading sessions, Charkha, and more, offering certificate courses and skill enhancement programs. Various cultural events are regularly organized to celebrate multiple occasions, fostering a vibrant cultural and recreational atmosphere on campus

File Description	Documents
Upload relevant supporting document	No File Uploaded

4.1.3 - Availability of general campus facilities and overall ambience

The availability of general campus facilities and the overall ambience at the University are highlighted through the following key points:

1. Professional Environment: The University maintains a professional atmosphere that respects personal space for both students and employees, contributing to a secure and organized campus.

2. Safety Measures: Entry points are monitored, and surveillance cameras are strategically placed to enhance safety, ensuring a secure environment.

3. Adherence to Safety Protocols: Laboratories comply with statutory safety protocols, showcasing the institution's commitment to health and safety.

4. Ongoing Maintenance: Various departments and committees, such as the Engineering Office, Garden Committee, Estate Section, and Proctor Office, play vital roles in the continuous maintenance of the campus.

5. General Facilities: A range of general facilities is available, including Health Services, Cafeteria, Stadium, Utility Centres, banks, a Post Office, Railway Reservation Counter, Kendriya Bhandar, and a Cooperative Store, which enhance the overall campus experience.

6. Accessibility: There are consistent efforts to ensure accessibility for individuals with disabilities, with prompt attention to addressing deficiencies.

7. Guest Houses: The University offers two guest houses—the International Guest House, which features 27 rooms and various meeting facilities, and the University Guest House, which has 33 guest rooms and additional accommodation options.

8. Hostels: Several hostels are available, including two International Hostels, accommodating both male and female residents, contributing to a communal living experience.

These aspects collectively reflect the University's dedication to providing a conducive learning and personal growth environment

File Description	Documents
Upload relevant supporting document	No File Uploaded

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

60206.58

File Description	Documents

Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Delhi University Library System (DULS) is accomplishing its task of reaching to wider academic community with 33 libraries including the Central Library and the libraries established in the faculties, schools, departments and centers of both the campuses of the University of Delhi. It is one of the largest academic library systems of the country with over 1.7 million books, 1,002 current print journals, 4,20,591 bound back volumes of journals, 49,173 thesis and dissertations, 35, 000 e-journals and other academic materials and 143364 e-books and other renowned Digital Archives. It is actively involved in promoting the use of e-resources in teaching, learning, and research by conducting information literacy programs that focus on e-resources, research metrics, academic integrity, etc., for the benefit of scholars.

Integrated Library Management Software

DULS continued with TROODON version 4.0, to render all library services like circulation, serial control, acquisition and reference in automated environment. The Web OPAC is prominently linked on the library website at

DU-E-Library

Launched on 3rd December 2021, the DU e-Library web platform is the latest initiative to connect with more users and serve them with about 88,000 eBooks, 35,000 e-Journals, 10,00,000 e-Theses and dissertations, 1,30,000 Video Lectures, 50 e-News publications, 1000s of Expert Talks and Literary Works, etc. It serves as a single-click discovery window and provides seamless access to e-resources from anywhere, at any time, and through multiple devices with a response team to cater to student requests.

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases	**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	**View File**

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

3639.3743	
File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

76718	
File Description	Documents
Upload relevant supporting document	**View File**

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

276	
File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

The University of Delhi emphasizes developing its IT infrastructure to support academic and administrative functions. The Delhi University Computer Centre (DUCC) manages a vast network with over 22,000 wired nodes and 20,000 Wi-Fi accounts, serving as the backbone of the university's digital ecosystem. DUCC also assists individual departments with web hosting and content management for the university's website and social media. The university prioritizes data protection through clear privacy policies and offers skill development programs in collaboration with organizations like the ICT Academy. A key initiative is the Samarth eGov suite, streamlining administrative processes and improving service delivery. DUCC provides various services, including network management, domain administration, and video streaming. Its implementation of single sign-on (SSO) facilitates user access to digital resources with a single set of credentials. Overall, the university's commitment to IT excellence fosters innovation and collaboration in the digital age.

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes

24277	15000

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- ≥1 GBPS

File Description	Documents
Upload relevant supporting document	No File Uploaded

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

File Description	Documents
Upload relevant supporting document	No File Uploaded
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

24718.77

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The University has established systems and procedures for maintaining and utilizing its physical, academic, and support facilities, including laboratories, libraries, sports complexes, computer centers, classrooms, office buildings, hostels, and facility rooms. Each facility is managed by designated Directors who oversee their functions, while the Engineering Department is responsible for the overall maintenance. This includes ensuring proper ventilation, lighting, drainage, and accessibility, as well as maintaining sports facilities with a focus on sustainable development. Maintenance tasks follow the specifications set by the Central Public Works Department and regulatory guidelines from the University's governing body, ensuring efficient management of these diverse facilities. A specialized helpdesk is available for submitting complaints and suggestions, which are directed to the relevant authorities for action. The department utilizes both in-house personnel and outsourced skilled labor for maintenance and has established tendering procedures via the CPP portal and GeM University website to comply with government guidelines. Quality and specifications are monitored throughout the execution of

maintenance tasks, ensuring each step meets the established standards for effective facility management.

File Description	Documents
Upload relevant supporting document	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

24277

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

5593

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology	A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely	• All of the above

redressal of the grievances through appropriate committees	

File Description	Documents
Upload relevant supporting document	**View File**

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

486	

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

5.2.2 - Total number of placement of outgoing students during the year

4816	

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

908	

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

127	

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

The University has an active Students' Union known as the Delhi University Students' Union (DUSU). The DUSU has a Constitution which clearly defines its mandate of DUSU along with its funding. There is a provision for an annual election to elect the president, vice president, secretary, and joint secretary of DUSU, conducted by the University in September every year. The University has specific provisions in its statutes to facilitate the participation of students in the Statutory Bodies of the University.

DUSU represents the students of the University and its colleges. It highlights various student-related issues like admission, examinations, welfare of students, and other contemporary problems that concern the students of the University. The Council takes up these matters with the appropriate University authorities, such as the Proctor and Dean (Students' Welfare).

Students actively participate in consultative processes through representation on committees such as the Internal Complaints Committee (ICC), Anti-Ragging Committee, the Student Grievance Redressal Committee, the North-East Student Welfare Committee, the Anti-Smoking Committee, departmental committees, and placement cells. Furthermore, students contribute to initiatives promoting gender sensitization and prevention of sexual harassment, serving as integral members of these committees. The duly elected Student Union advocates for student interests and welfare, addresses academic and administrative concerns, and organizes various co-curricular activities to create more significant interactions.

At the departmental level, student clubs represent their interests and concerns and organize various cultural and academic programs to create a vibrant environment.

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

60

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

The University of Delhi takes pride in its diverse alumni, who have excelled in governance, judiciary, corporate sectors, literature,

and more. The Alumni Affairs Office, led by the Dean of Alumni Affairs and advised by a Core Advisory Committee, transitioned to online registration in 2022, greatly expanding its database. The Delhi University Alumni Association (DUAA) plays an active role in university governance through various bodies, and prominent alumni have contributed to the book "100 Glorious Years of Delhi University." The Alumni Office has also partnered to establish the University Development Foundation, launched at the Centenary Alumni Meet, which focuses on fundraising for the University's growth. Alumni serve as mentors and many faculties have their own active associations offering academic support, placements, and industry connections. Notable associations like those from the Faculty of Management Studies and the Delhi School of Economics enhance students' professional skills through lectures, seminars, and company visits

File Description	Documents
Upload relevant supporting document	No File Uploaded

5.4.2 - Alumni contribution during the year (INR in Lakhs)	A. ≥ 5Lakhs

File Description	Documents
Upload relevant supporting document	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

Vision: To be an internationally acclaimed university, recognised for excellence in teaching, research, and outreach; dedicated to serving humanity through the creation of knowledgeable, skilled, enterprising and socially responsible citizens.

Mission: • To impart high-quality education and research experience to students to nurture their talent, promote their intellectual growth, shape their professional and personal development, thereby enabling them to achieve their full potential; • To foster an equitable, inclusive, and collaborative environment that supports the overall well-being of students, and promotes institutional growth and development; • To extend academic and research outcomes to support and create sustainable solutions for transformative development; • To instill love, devotion, and national pride, fostering loyalty and sincerity in alignment with the principle of Rashtra Pratham (Nation First); • To broaden international perspectives and prepare students for initiatives and leadership.

The university's vision and mission are evident in its administrative governance, which fosters a supportive work environment. The academic curriculum provides a comprehensive education that empowers students to become responsible global

citizens. It equips them with the knowledge and intellect needed to contribute to the progress of humanity.

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

Decentralisation: The Vice-Chancellor serves as the highest authority and is guided by the insights of his administrative team. Regular meetings of the statutory bodies, consisting of nominated and elected members, ensure democratic governance (Statutory Bodies - Delhi University [du.ac.in]). The university's commitment to autonomy is reflected in the substantial independence granted to administrative heads for their daily operations. Further details regarding delegating financial and administrative powers can be found at the provided link.

https://www.du.ac.in/uploads/new-web/notifications-2021/20012022_Delegation-of-Financial-and-Administrative-Power.pdf

Administrative Deans, supported by Joint Deans and Deputy Deans, oversee the smooth operation of their respective areas. Academic matters are supervised by the Deans of the Faculties and the Heads of Departments. The Proctor's Office manages security issues on campus, while independent offices for Student Welfare, Admissions, and Examinations address specific concerns related to the large student population. The Foreign Students Registry and International Relations Office assist international students with their admissions and related issues. Various administrative sections perform the duties assigned to them.

Participation Management: Issues related to academic and administrative matters are actively debated in the statutory bodies. There is participation from civil society and students in various committees. In 2022, a unique Vice Chancellor Internship Scheme (VCIS) was initiated, allowing students to engage in various administrative activities and facilitating a mutually beneficial learning experience.

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The institutional strategic plan is effectively implemented through a well-defined administrative structure that ensures seamless operation at the university. The Vice Chancellor serves as the Principal Executive and Academic Officer, holding the position of Ex-Officio Chairman of both the Executive and Academic Councils, along with the Finance Committee. Key appointments, including the Dean of Colleges, Director of South Campus, Director of the Campus

of Open Learning, and Proctor, are made by the Executive Council, reflecting a commitment to strong governance. The university's statutes clearly outline the powers and responsibilities of various office bearers. The Treasurer, elected by the Court, provides expert advice on financial policy, while the Finance Officer is tasked with ensuring adherence to the Government Financial Rules (GFR) and the Procurement Policy of Delhi University. The Registrar acts as the Ex-Officio Secretary to both the Court and the Executive Council, ensuring smooth administrative operations.

Supporting this framework, the University Librarian, Faculty Deans, Heads of Departments, and Directors of Centres fulfill their respective roles effectively. Administrative functions are bolstered by Officers on Special Duty, Joint Registrars, Deputy Registrars, Assistant Registrars, and Administrative Officers. Dedicated Section Offices function as repositories of specific institutional information, enhancing operational efficiency. Hostel management is delegated to their respective Managing Committees, while infrastructure maintenance falls under the purview of the University Engineer, who is supported by Executive and Assistant Engineers and other essential staff.

File Description	Documents
Upload relevant supporting document	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The University has a robust administrative set-up for seamless functioning. University follows Statutes in their function and appointment. The regular meetings of the statutory bodies demonstrate the democratic processes in the implementation of academic and administrative policies. In the Year 2023-2024 itself, 01 meeting of the University Court, 03 meetings each of the Executive and the Academic Council, 02 meetings of the Finance Committee, 04 standing committee of AC on Academic Affairs were held. As a government-funded institution, the policies align with those of regulatory bodies such as the University Grants Commission (UGC) and the Ministry of Education (MoE). The University hires quality human resources following guidelines framed and adopted by statutory bodies. Three thousand four hundred thirty-nine faculty members were appointed in constituent colleges, while 11 Assistant Professor, 22 Associate Professor, and 11 Professor were appointed in departments and 75 promotions were done at various levels. The University of Delhi has established two not-for-profit companies, the University of Delhi Foundation (UDF) and Udhmodaya Foundation, under Section 8 of the Indian Companies Act 2013.
https://www.du.ac.in/index.php?page=general-branch-2
https://www.du.ac.in/index.php?page=statutory-bodies
https://www.du.ac.in/index.php?page=udhmodya-foundation
https://www.du.ac.in/index.php?page=university-of-delhi-foundation

File Description	Documents
Upload relevant supporting document	No File Uploaded

6.2.3 - Institution Implements e-governance in its areas of operations	

6.2.3.1 - e-governance is implemented covering following areas of operation
 	
    1. Administration
    2. Finance and Accounts
    3. Student Admission and Support
    4. Examination
	A. All of the above

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

The human resource department is essential for any institution, and providing career progression opportunities helps reduce attrition and enhances employee commitment. The University has implemented the following systems: Performance Appraisal System: Applicable to both teaching and non-teaching staff per UGC guidelines, with details available on the Delhi University website (du.ac.in). Teaching Staff: Teachers submit an Annual Performance Appraisal Report (APAR) detailing their teaching, research, and contributions to the organization, which is essential for promotions under the Career Advancement Scheme (CAS). A code of ethics ensures professional discipline. Non-Teaching Staff: Promotions are managed through departmental committees and Limited Departmental Examinations (LDE) when necessary. Performance appraisals are based on reviewed APARs, following University service conditions that define conduct. Welfare Measures: The University offers various benefits, including health coverage, leave travel concession, childcare leave, and maternity/paternity leave. The Thrift and Credit Society provides loans up to ₹2.5 lakhs. Employees receive pensions, gratuity, medical reimbursements, and group insurance. Residential facilities, a sports complex, fitness center, and psychological counseling are also available, as well as a Day Care Centre for employees' children. The Voluntary Death Relief Assistance Scheme supports beneficiaries in the event of an employee's death. Professional Upgradation: Newly recruited faculty receive seed money for research. The University supports academic engagement through study and sabbatical leave and funds for conferences and workshops. Non-teaching staff benefit from training programs to enhance their skills and are encouraged to participate in external training opportunities.

File Description	Documents
Upload relevant supporting document	No File Uploaded

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

32

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

69

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

227

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The University employs a strategic approach to mobilizing and utilizing funds, with the Dean (Works) playing a crucial role. Allocations are guided by a comprehensive plan considering the University's needs, priorities, and available resources. The Dean (Works) serves as a Committee Member appointed by the Competent Authority and oversees fund mobilization and optimal use across various domains. Much of the budget is directed toward academic programs, supporting faculty recruitment, curriculum development, and program enhancement. Funding is also allocated to student support services to ensure comprehensive assistance, which includes financial aid, accommodation, counselling, and career services. Research initiatives receive dedicated funding to support researchers, launch new projects, and maintain existing laboratories and libraries. The University prioritizes technological advancements by investing in artificial intelligence, computer systems, software, and multimedia resources, which enhance the tools available for research, teaching, and learning. Additionally, funds are allocated for infrastructure maintenance

and upgrades across classrooms, laboratories, libraries, and student accommodations, ensuring a safe, comfortable, and conducive environment. Overall, the strategic vision guiding fund allocation focuses on meeting the needs and aspirations of all stakeholders, including faculty, students, and researchers. The University is committed to efficient resource utilization, empowering everyone to succeed in their respective endeavours.

File Description	Documents
Upload relevant supporting document	No File Uploaded

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

99228

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	No File Uploaded

6.4.3 - Funds / Grants received from non-government bodies, individuals,philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

201.39281

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	No File Uploaded

6.4.4 - Institution conducts internal and external financial audits regularly

The institution conducts regular internal and external financial audits to ensure thorough scrutiny and compliance. External audits are performed annually by the Director General of Audit (Central Expenditure) to certify the financial resources. Any identified resource management and financial accounting issues are reported through SAR Reports, prompting swift corrective actions. Internally, the University's Audit Wing conducts a continuous audit process, including pre- and post-audit procedures. The pre-audit phase focuses on payments exceeding Rs. 5 lakh and other significant financial transactions. In contrast, the post-audit phase assesses all remaining transactions. Closure audits are performed for projects before submitting the Closure Report, accompanied by an annual physical verification of stored items and internal audits for institutions maintained by the University. Audit observations are communicated to the relevant departments, which respond with a Compliance Report or provide clarifications. Resolutions are based on the responses from the departments, ensuring ongoing financial accountability and rectifying any discrepancies.

File Description	Documents
Upload relevant supporting document	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

IQAC has taken several measures to improve academic and administrative culture at the University, some examples are: 1. Conducting annual Student Experience Survey to gather objective feedback on various aspects of their university experience. 2. Academic Audit: The IQAC has coordinated an Academic Audit of the various Departments and Centres within the University. The process involved collecting information using Benchmark forms and conducting physical visits by the expert teams. 3. External Administrative Audit: The IQAC has facilitated the University's administrative audit, coordinating efforts with an External Expert Team. 4. Digital Maturity Framework: The IQAC coordinated the University's participation in the Digital Maturity Framework supported by Quacquarelli Symonds (QS). This initiative aims to assess the University's digital strategies and initiatives. 5. Quality improvements in Research and Rankings: (i) Assessment of the Journals for UGC CARE Group I Listing: The IQAC developed a checklist required to be completed by Journal Editors before submitting their journal for recommendation for inclusion in the UGC CARE Group I listed journals. This measure ensures that only high-quality journals are recommended by the University. (ii) International and National Rankings: The IQAC assessed and coordinates the university's participation in QS and NIRF rankings. (iii) Participated in meetings convened by Ministry of Education (MoE) on rankings and recommendations were made to the authorities for improvement. (iv) Framed Guidelines for Faculty Promotion which were reviewed by the Research Council. and notified by the university.

File Description	Documents
Upload relevant supporting document	No File Uploaded

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	A. Any 5 or all of the above

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting documnent	**No File Uploaded**

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

1. There is a Biosafety Level 3 (BSL 3) for supporting TB research. Flow cytometer with Cell sorting (FACS) procured at CIF helping in single cell genomics. University provides farm land for crop centric research programs. Genomics research facilitated by acquiring CLC bench and Omics box software. 2. A survey mechanism has been instituted to gather student feedback on syllabi, effectiveness of teaching methods, development of skills, campus infrastructure, facilities including classrooms, laboratories, libraries, IT etc. Hostels also have wi-fi. 3. Students can appeal for re-evaluation. The Student Grievance Redressal Cell (SGRC) addresses grievances students including SC/ST and PwD candidates. 4. The Placement and Internship Drive, and Job Mela, organized by the Central Placement Cell help students connect students with potential employers. 5. ICC deals with complaints related to sexual harassment. Posters are distributed to Departments and Administrative offices and Awareness & Sensitization activities are conducted. 6. The administrative processes are more digital. A unit for recycling the paper is also being set at Department of Botany.

https://www.du.ac.in/index.php?page=internal-quality-assurance-celliqac

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The University of Delhi has actively pursued measures to promote gender equity and sensitization throughout the year. In addition to establishing the Internal Complaints Committee, each constituent department has formed Gender Sensitisation Committees dedicated to raising awareness and facilitating attitudinal and behavioural changes regarding gender issues. The University has organized various interactive and informative initiatives, including certificate courses, national-level workshops, faculty development programs, and lectures, collaborating with multiple NGOs, Commissions, Centers, and other educational institutions. The Delhi University Women's Association (DUWA) supports working women by offering daycare and hostel accommodations. The Women's Studies and Development Centre for Advanced Studies (WSDC) leads in research and education on gender issues. Student-run forums, such as

Bageecha at the Department of Social Work, create safe spaces for discussions related to gender. Establishing the POSH Committee at the Faculty of Management Studies is a key mechanism for ensuring students, faculty, and staff a safe and respectful environment. Additionally, the Transgender Resource Centre (TRC), initiated by the Department of Adult Continuing Education and Extension, focuses on integrating the third gender into higher education and society, promoting better livelihood opportunities and a fulfilling life experience. The Non-Collegiate Women's Education Board (NCWEB) facilitates education for women from marginalized communities, and the Centre for Professional Development in Higher Education (CPDHE) offers courses on Gender Studies and Sensitization to enhance awareness.

File Description	Documents
Upload relevant supporting document	**View File**
Annual gender sensitization action plan(s)	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	Nil

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	C. Any 2 of the above

File Description	Documents
Upload relevant supporting document	**View File**

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The University is committed to effectively managing both degradable and non-degradable waste. At the Dhaka Complex, a Sewage Treatment Plant with a capacity of 400 KLD treats sewage from various hostels and staff quarters through primary and biological processes, utilizing aerobic microorganisms to reduce organic matter. Additional purification is achieved using Pressurized Sand Filters and Activated Carbon Filters, followed by ultraviolet (UV) treatment. The estate section is responsible for collecting, segregating, and disposing of waste across the campus, employing a colour-coded system for efficient waste separation. The Jubilee Hall Hostel excels in waste management by composting plant materials for manure and ensuring food waste is separated for MCD collection. Similarly, Meghdoot Hostel effectively manages solid and liquid waste on its premises. Other hostels, such as the International Students House for Women and the Rajiv Gandhi Hostel

for Girls, also demonstrate strong waste management practices, including recycling and liquid waste treatment. Biomedical waste management is integrated into relevant departments, such as the Dr. B.R. Ambedkar Center for Biomedical Research, the Department of Anthropology, and the Department of Zoology.

File Description	Documents
Upload relevant supporting document	**View File**

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	**View File**

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	**A. Any 4 or All of the above**

File Description	Documents
Upload relevant supporting document	**View File**

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions/awards** 5. **Beyond the campus environmental promotional activities**	**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	**View File**

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	**View File**

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

The institution actively promotes an inclusive environment through various strategic initiatives to foster tolerance and harmony across cultural, regional, linguistic, and socio-economic diversities. Each department adopts an open and receptive approach to teaching, ensuring that individual student needs are addressed, regardless of their backgrounds. For example, the Cluster Innovation Centre integrates diverse pedagogical and co-curricular practices, such as group work and cultural activities, to cultivate a sense of belonging among students. Additionally, the Department of Education emphasizes mutual respect and cooperation among faculty and students, while the Department of Genetics prioritizes individual attention to students facing unique challenges. To specifically support students from the North-East region of India, all departments have appointed Nodal Officers to provide tailored assistance. Committees addressing gender issues and caste-based discrimination further enhance equity and justice within the institution. Cultural events organized by various departments showcase the rich diversity of India, while the Office of International Relations facilitates global collaborations, enriching the academic experience. These collective efforts create an environment where diversity is celebrated, ensuring every student feels valued and supported.

File Description	Documents
Upload relevant supporting document	**View File**

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The University organizes numerous activities and programs to instil values that enable its members to be responsible and conscientious citizens. It proactively educates students and employees about their Constitutional rights and responsibilities. On Constitution Day, all University officers, including Deans, Heads of Departments, branch officers, and those in charge, participate in a pledge and read the preamble in their offices. Additionally, the University regularly hosts events to honour freedom fighters, national leaders, and prominent Indian personalities. A central event is held in celebration of Independence Day and Republic Day, while each college and department also conduct flag-hoisting ceremonies and cultural programs. The University takes initiatives to engage with national campaigns led by the government, such as the Swachhata Pakhwada under the Swachh Bharat Abhiyan. Gandhi Jayanti is prominently celebrated at the Gandhi Bhawan, where there is a tradition for colleges and departments to undertake community action programs and cleanliness drives on this day. The university community also participated enthusiastically in the Har Ghar Tiranga campaign. Various departments of the University organize seminars and webinars. For example, the Mathematics Department hosted a webinar during Vigilance Awareness Week 2023 titled "Say NO to Corruption: Commit to the Nation" on November 4, 2023.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized	All of the above

File Description	Documents
Upload relevant supporting document	**View File**

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The university community actively celebrates commemorative days of national importance throughout the year. On Constitution Day, all university officers, including deans, heads of departments, branch officers, and those in charge, take part in the pledge and arrange to read the preamble in their respective offices. The university also regularly organizes programs to honour freedom fighters, national leaders, and notable Indian personalities. In addition to celebrating Independence Day and Republic Day at a central location, all colleges and departments hold flag-hoisting ceremonies and cultural programs on these occasions. The university takes the initiative to align with national campaigns called for by the government, such as the Swachhata Pakhwada under the Swachh

Bharat Abhiyan. Gandhi Bhawan led the celebrations for Gandhi Jayanti and Yoga Diwas, while the university community enthusiastically embraced the Har Ghar Tiranga campaign. The various departments orchestrate a range of festivals and cultural programs, providing opportunities to celebrate diversity and promote unity. To honour Ambedkar Jayanti, the Department of Philosophy organized a colloquium titled "(Re)presenting Dr B.R. Ambedkar: Contemporary Context and Concerns" on April 12, 2024. The Plant Molecular Biology Department celebrated Diwali by engaging students in activities such as rangoli and diya-making competitions and photography contests.

File Description	Documents
Upload relevant supporting document	**View File**

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

BEST PRACTICE: "Creation of Online Systems for Facilitating Governance, Administration and Teaching-Learning Objectives"

The University has taken various steps to digitise academics and administration equally with various online initiatives, along with using the Samarth EGov Suite, which mandates increasing efficiency, transparency, and accountability in administration and improving accessibility for students and faculty. Some of these include:

Digitalisation of Administration Processes • Purchase procedures: Implementation of Governmental rules like e-procurement and GeM, Implementation of Samarth Portal, and Payments through integrated PFMS portal. • Maintain Employee resources and repositories through online systems for House allotment, Medical Reimbursement, Leave Application, Payroll, etc. • Recruitment through online Proforma for Faculty Appointments & Screening. • End-to-end digitised system for admission, from student registration to alumni registration. • Examination and results

Student Support • Through the provision of an integrated Grievance Redressal System

Digital Academics • Digital resources: Online Library access, Off-campus access, e-Shodh Sindhu, J-Gate@eShodh Sindhu, Accessible resources for the Visually Impaired, Internet Access Facility, Digital Collection of PhD theses, Electronic Databases, Access to Zoom, Google Meet and One drive. • Campus connectivity: ICT network and wifi enabled campus

Digital Teaching Initiatives • ICT-enabled classrooms, Access to platforms like Google Classroom, Access to webcasting and video-conferencing facility, and access to digital books and journals.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)
The University of Delhi recently celebrated its centenary and has made significant strides in academics, research, and social outreach. It prioritizes a balance between academic excellence and community empowerment.

In the QS World Universities Rankings 2025, the University ranked 328 and was ranked 220th globally in the QS World University Sustainability Rankings 2024, placing first among 56 institutions. It now ranks in 25 subjects compared to 22 in 2023 and has improved its positions in the NIRF Rankings 2024: from 11th to 6th in the Universities Category, 22nd to 15th overall, and 17th to 14th in Research Institutions.

The University launched three new centres, the Centre for Hindu Studies, Centre for Tribal Studies, and Centre for Independence and Partition Studies, to align education with national objectives. Additionally, two not-for-profit companies have been established: the University Development Foundation to create an endowment and the Udhmodaya Foundation to support start-ups and innovation.

The university emphasizes inclusivity through initiatives like the Financial Support Scheme, Orphan Quota, and Vice Chancellor Internship Scheme, showcasing its commitment to comprehensive education and societal empowerment. |
| 7.3.2 - Plan of action for the next academic year |
| The following are the objectives for the following year:- 1. Framework for Implementation of NEP 2020 in PG programmes 2. Continue with faculty recruitment 3. Continue to Strengthen the Alumni Engagement 4. Continue to support the University of Delhi Foundation in consolidating an endowment fund for the university 5. Continue to support the Udhmodaya Foundation to promote innovation and entrepreneurship activities in the university 6. Initiatives to further strengthen quality research focusing on Q1 journals in the Scopus 7. Initiatives to further strengthen the Intellectual Property Cell and Research & Development Cell 8. Provide more scholarships and support to disadvantaged sections 8. Strength the IT and library facilities 9. Strengthen the National and International Collaborations with Institutions and Industry 10. Encourage green initiatives 11. Efforts to capture career progression of graduates 12. Efforts to strengthen IIIL to enhance MOOCs/online courses |