



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		University of Delhi
• Name of the Head of the institution		Prof. 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. Shyama Rath

• Phone no./Alternate phone no	011-27666758				
• Mobile	9811287568				
• 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/26062023_AQAR-Report_2021-2022.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 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			3		
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)			Yes		

<ul style="list-style-type: none">• (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	
<ul style="list-style-type: none">• If yes, mention the amount		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. Support towards Open Access Charges (OAC)/Article Processing Charges (APC) concerning Publication of research papers: IQAC deliberated on financial support of Article Publication Charges https://www.du.ac.in/uploads/new-web/10122021_IQAC_minutes.pdf to enhance the visibility and quantity of research, the quantum of which would be based on the impact factor of journals. The suggestions were assessed by the Research Council and approved by the university authorities. 2. International and National Rankings: The IQAC assesses and coordinates the University's participation in International Rankings (QS & THE) and National Rankings (NIRF). Participated in meetings convened by the Ministry of Education (MoE) on rankings, recommendations for improvement were made to the authorities. The global QS ranking demonstrates the quality of the academic output. 3. Recognizing Quality Research Output: IQAC has framed Guidelines for Faculty Promotion, which were reviewed by the Research Council. and notified by the University. The suggestions also recognized the diversity in the publication profile of the academic departments. 4. National Education Policy 2020: The IQAC has contributed significantly to implementing NEP 2020 in the University through the Undergraduate Curriculum Framework (UGCF 2022) from the academic session 2022-23. It has provided academic flexibility to students in choosing programmes. This has opened comprehensive and vigorous educational pathways for students through multidisciplinary skill-enhancement (SEC), valued-added (VAC), and ability-enhancement (AEC) courses. Social outreach, apprenticeship, field-based research projects, entrepreneurship, and innovation are built into the curriculum, consonant with the foundational goals of NEP 2020. Twenty-six value-added courses (VAC) inculcate ethics, Indian knowledge systems, constitutional values, soft skills, and sports education. 5. Creation/Renovation of Infrastructure: The IQAC has deliberated and provided constructive suggestions for the University's Creation/Renovation of Infrastructure. The major activities include the vertical Extension of the Multi-story</p>		

Building, the reconstruction of the Delhi University Computer Centre building, the Vertical extension of the Library, etc. It will help efficiently accommodate the present and future needs in the long run.

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
Strengthening the outreach to the alumni	An online portal was created and integrated into the SAMARTH portal. The alumni was contacted through email and requested to register on the portal. The Alumni information was collected from Departments and colleges/other sources and a database compilation has been initiated.
Increasing international engagement in teaching and research	Appointment of adjunct faculty and MoUs
Benchmarking exercise in academic departments to help them to better understand their weaknesses and strengths	A Proforma was created for academic departments and interactions held
Analyze student feedback	IQAC office has created a student feedback form which was circulated to all academic departments.
Steps to encourage faculty members and research scholar to publish in high quality journals	A recommendation was made to Research Council for enhancing the quality and quantity of publications through providing support for the publication charges. Based on this recommendation, a notification was sent out to University Departments.
Analyze the University performance on various parameters relevant for national/global ranking	Detailed analysis and deliberations were done for improving the performance of the University in national and international rankings.
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	

Name	Date of meeting(s)
Chairman, Executive Council	30/04/2024

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No
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15. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-2023	15/04/2024

16. Multidisciplinary / interdisciplinary
<p>The University of Delhi is a multidisciplinary institution comprising 16 Faculties, 86 Academic Departments, 91 Colleges, and various Centres, which 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 at its undergraduate programmes through its Undergraduate Curriculum Framework (UGCF 2022) from the Academic Session 2022-23. 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 with a strong sense of nationalism and ethics.</p> <p>The 26 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 it, the University has recently established three new centers (namely, the Centre for Hindu Studies, Centre for Tribal Studies, and Centre for Independence and Partition Study) to extensively study the values and rootedness in Indian culture through various perspectives.</p> <p>More than 250 skill-enhancement courses (SEC) are specially</p>

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 for 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 this academic session, the University plans to launch 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. For the effective implementation of 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.

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. The proposal to restructure the Research Council was recently passed in the University Executive Council. University's Executive Council to align with the Research and Development Cell as contemplated by UGC.

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 has already 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 with respect to sessions 2020 and 2021. The University of Delhi also supports the Digi locker team with the aspect of various ways. In an effort 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 for its implementation are being worked out. 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 component of vocational education and soft skills through the several SEC and VAC courses in the undergraduate programmes. About 120 skill-enhancement courses (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 the academics. Each SEC has been mapped to a skill set to enhance employability. Various departments like Delhi School of Journalism, Law, Music and 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 with a view 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 while some

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

In order 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 in order to increase awareness about our rich and diverse culture as well as to 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 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 Learning Outcomesbased Curriculum Framework (LOCF) since 2019 in all the UG and PG programmes. LOCF emphasizes upon 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 has made it mandatory to frame the Learning Objectives and Learning Outcomes for each course so that there is 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.

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	182
Number of programmes offered during the year:	
File Description	Documents
Data Template	View File
1.2	51

Number of departments offering academic programmes	
2.Student	
2.1	26648
Number of students during the year	
File Description	Documents
Data Template	No File Uploaded
2.2	9310
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.3	9310
Number of students appeared in the University examination during the year	
File Description	Documents
Data Template	View File
2.4	34
Number of revaluation applications during the year	
3.Academic	
3.1	2759
Number of courses in all Programmes during the year	
File Description	Documents
Data Template	View File
3.2	1014
Number of full time teachers during the year	
File Description	Documents
Data Template	View File

3.3	1706
Number of sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	220223
Number of eligible applications received for admissions to all the Programmes during the year	

File Description	Documents
Data Template	View File

4.2	4819
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

4.3	325
Total number of classrooms and seminar halls	

4.4	15000
Total number of computers in the campus for academic purpose	

4.5	11875.71
Total expenditure excluding salary during the year (INR in lakhs)	

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 need for inclusion of skill-based and hands-on training courses to bridge the gap between the industry and academia, has led to the introduction of many new courses during the revision process. Continuous internal Evaluation of students is an integral part of the Choice Based Credit System (CBCS) undertaken through innovative participatory techniques. Open Elective Courses have especially been designed in CBCS by the Departments of the University to address local, regional and global needs. These courses are not confined to specific Departments to promote interdisciplinarity.

The components of internship, dissertation/ project writing, field study have been embedded into the PG programmes. Various certificate/diploma and short-term courses on regional/foreign languages, Journalism, Translation, Forensic Science, Tourism, Counselling, Gender, and Yoga enhance the knowledge and skill base of the students. Special talks, conferences/seminars, workshops and panel discussions are organised to provide experiential learning and exposure to practical aspects and advances in research.

File Description	Documents
Upload relevant supporting document	View File

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

11

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

302

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

8

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

12

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 ensures the integration of a wide-spectrum of professional and value-based courses within each programme to sensitise students to professional ethics, human values, gender, environment and sustainability, consistent with SDG-4 (Quality Education). Dissertation/Project Writing, internships in industry/firm, and field study are integral part of the UG and PG programmes offered by the University, which promote SDG-8 (Industry, Innovation and Infrastructure). The National Education Policy (NEP) 2020 implemented in the undergraduate programmes of the University through its Undergraduate Curriculum Framework (UGCF 2022) from the academic session 2022-23 has provided academic flexibility to students in choosing programmes, developing comprehensive and vigorous educational pathways through academic, multidisciplinary,

skillenhancement (SEC), valued-added (VAC) and ability-enhancement (AEC) courses. Internship, apprenticeship, social outreach, field based research projects, entrepreneurship, research and innovation, are built into the curriculum, consonant with the foundational goals of NEP 2020.

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

65

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

1593

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

4500

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

- All 4 of the above

review of syllabus – semester wise / is received from Students Teachers Employers Alumni

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 has been taken**

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

10315

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

3813

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 students and organises special Programmes for advanced learners and slow learners

The institution emphasizes a comprehensive approach to student

learning by assessing and addressing diverse learning levels through specialized programs. The admission process for Master's and PhD programs involves entrance exams, ensuring successful course completion for the majority. Various assessments, seminars, tests, and mid-term evaluations are used to gauge individual learning abilities, allowing early corrective measures. Tutorials, one-to-one tutoring, and experiments create a supportive environment, particularly assisting slow learners.

Various departments adopt unique strategies, such as additional guidance for slow learners without formal discrimination policies. Course instructors in different departments assess learning levels through various methods and provide additional readings for advanced learners. Internal assessment systems, tutorial classes, and diverse platforms for participation contribute to the dynamic learning environment.

Departments focuses on effective teaching styles for both advanced and slow learners. Continuous interactions, tutorials, and special lectures address challenges, fostering soft and life skill development. The robust alumni network across departments supports student orientation, while small batch sizes at many departments ensure personalized attention. FMS stands out as a student-driven campus, engaging in diverse activities and unique initiatives like the Silent Auction, contributing to holistic student 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
26648	1014

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 institution prioritizes a holistic student learning experience, employing a multifaceted approach to cater to diverse learning levels. The admission process for Master's and PhD programs involves entrance exams, ensuring successful course completion for the majority of students. Continuous assessments, seminars, tests, and mid-term evaluations are employed to gauge individual learning abilities, enabling timely corrective measures. The institution fosters a supportive environment through tutorials, one-to-one tutoring, and hands-on experiments, with a particular focus on assisting slow learners.

Different departments implement unique strategies, offering additional guidance for slow learners without formal discrimination policies. Departments use varied assessment methods and provide extra readings for advanced learners. Internal assessment systems, tutorial classes, and diverse participation platforms contribute to a dynamic learning environment.

While some departments adopts effective teaching styles for both advanced and slow learners, some addresses challenges through continuous interactions, tutorials, and specialized lectures. A robust alumni network provides support for student orientation, and small batch sizes ensure personalized attention at most of departments/centres. Notably, FMS distinguishes itself as a student-driven campus, engaging in diverse activities and innovative initiatives like the Silent Auction, contributing to a comprehensive approach to student development.

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

The University prioritizes the integration of ICT-enabled tools, including online resources, for effective teaching and learning. Classrooms are equipped with smart boards, projectors, and laptops to facilitate interactive teaching methods, combining traditional and modern approaches. WiFi-enabled classrooms keep students updated with study resources, utilizing online platforms during nationwide lockdowns. Teachers employ various ICT tools such as presentations, quizzes, and online modes, especially during the pandemic, utilizing Google Classrooms and Microsoft Teams.

Departments maximize resources, incorporating multimedia tools, virtual labs, and online platforms to enhance the learning environment. Libraries offer extensive resources, and faculty members have dedicated spaces with computers and internet access. Seminars, workshops, and webinars on new developments are conducted using ICT facilities, promoting continuous learning.

The institution emphasizes a comprehensive approach, ensuring accessibility with LAN connections, laptop and projector-equipped classrooms, and LED lights for energy efficiency. CCTV cameras enhance security, and the admission process is digitized for efficiency. Faculty members extensively use ICT tools like PPTs, video/audio systems, and plagiarism software, fostering advanced knowledge and practical learning.

Various departments have embraced ICT tools for diverse teaching methodologies. The pandemic prompted a shift to online teaching, utilizing Google Meet, digital platforms, and e-learning technologies. Various departments also highlights faculty development programs for e-learning adoption.

Overall, the integration of ICT tools at the institution promotes experiential learning, online collaboration, and resource-based education, with faculty utilizing technology for dynamic teaching approaches and efficient administrative processes

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

1014

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

1014

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 with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year

958

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

10916

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

39

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

59

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

59

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

34

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. The introduction of an online registration system streamlines the exam registration process, offering candidates the convenience of registration from any location while eliminating the hassles of physical paperwork and queues. This initiative establishes a centralized database, simplifying management for both administrators and examinees.

The transition from traditional paper-based exams to computerized administration presents multiple benefits. It minimizes manual errors, ensures secure storage and retrieval of exam data, enables question order randomization, provides instant candidate feedback, and facilitates adaptive testing for personalized assessments. The automated result processing expedites the evaluation process, lessening the workload on human graders. Furthermore, the online system generates detailed result reports and analytics, offering valuable insights.

To fortify the integrity of examinations, robust IT security measures have been implemented. These measures encompass secure exam delivery platforms, data encryption, multifactor authentication, and security protocols to thwart unauthorized access or tampering. The institution is committed to accessible and inclusive exams, introducing features for candidates with disabilities and alternative exam formats to guarantee equal opportunities.

Several digital initiatives, such as online duplicate marksheet provision, online transcript application, and the transition of the examination system to Samarth, have been implemented. The institution has also streamlined the submission and evaluation process for PhD theses by introducing an online submission system. This holistic approach underscores the institution's commitment 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 institution has effectively integrated and widely disseminated learning outcomes, encompassing both generic and program-specific attributes. In various departments, specific programs such as M.A/M.Sc. and Ph.D. in diverse fields, articulate clear learning objectives and outcomes on their websites. These outcomes serve as guidelines for students, aligning with the contemporary curricula and aiming at academic and research excellence. For instance, departments outlines specific objectives, program-specific outcomes, and course outcomes, emphasizing abstract thinking, computational abilities, effective communication, and application of theoretical knowledge. The departments focus on educating students, enhancing analytical and writing skills, and fostering sensitivity towards marginalized sections of society.

The Choice Based Credit System (CBCS) is implemented across departments, providing students with the flexibility to choose

courses and fostering uniformity in evaluation. The assessment methods, course content, and expected outcomes are transparently communicated through the syllabi, departmental websites, and orientation programs.

In summary, the institution has successfully embedded learning outcomes into its diverse programs, ensuring 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 Master's program involves diverse criteria, primarily focusing on the pass percentage and the students' success in securing placements for further studies or employment. National-level exam performance is considered, particularly if students obtain fellowships for research. Evaluation of professional conduct and preparedness occurs through campus placements, offering insights for improvement. Faculty members contribute to the assessment by evaluating program outcomes, program-specific outcomes, and course outcomes, incorporating valuable feedback from students. The University of Delhi conducts formal exams to measure course outcomes, complemented by tutorials and practice sessions facilitating practical application of concepts. Original writing assignments promote in-depth research on taught topics. The program's success is underscored by the number of student publications and achievements, including the attainment of post-doctoral positions in esteemed institutes globally.

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

8468

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/new-web/17022024_Students-Survey-2022-23.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

University of Delhi has two main centralized research facilities along with a newly established IoE facility, making them total three. In the North campus, a centralized facility with sophisticated analytical instruments is maintained by the University Science Instrumentation Center (USIC) for all researchers and faculty members of science departments and constituent colleges of the University of Delhi. The USIC is in-campus research facility center established by University of Delhi to impart state of the art sophisticated scientific instruments to facilitate high quality research work in the emerging areas of physical and life sciences. The University departments under Faculty of Science actively involved in conducting research in various disciplines, in addition to teaching. In order to carry out the experimental research work, the researchers need various scientific sophisticated analytical instrument facilities. These facilities are mainly supported by the USIC to various departments, centers and colleges. This is reflected by the huge number of research publications appearing consistently in journals of international repute over the years. In addition to internal users, currently the facility is extended to outside users (academic and industry) on payment basis.

Each department has also had its own research infrastructure specific to their academic pursuits

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)

212

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

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

237

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

782

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	No File Uploaded

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**6**

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)****7158.5**

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

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)**7158.5**

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

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year**444**

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

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 through the Research Council has cultivated a robust ecosystem to support, facilitate, and promote research, innovation, IPR generation, IPR commercialization, and entrepreneurship. patent filing and enhance patent awareness <https://rc.du.ac.in> Over the past five years, the university has appointed a Chairperson for its Intellectual Property Rights (IPR) cell, dedicated to overseeing patent-related matters. Moreover, a designated budget has been allocated to facilitate patent filing and maintenance activities. Furthermore, in adherence to the comprehensive guidelines issued by the University Grants Commission (UGC) for the establishment of Research and Development Cells (RDCs) in Higher Education Institutions, the Research Council at the University of Delhi has crafted an RDC framework, delineating the functional roles and responsibilities of its various committees (<https://rc.du.ac.in/R-and-D-Cell>). RDC has already initiated the technology transfer procedure for the products developed by the university teachers. A draft Memorandum of Agreement (MOA) has been developed and will be finalized as per the terms and conditions required for the specific technology.

The University of Delhi, the epicenter of knowledge, has established a Section-8 Company Udhmodya Foundation in its pursuit of entrepreneurial endeavors with a vision to create and empower a dynamicentrepreneurial ecosystem where ideas inspire, innovate, and sustain.

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

27

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

27

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

25

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	No File Uploaded
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

5

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

910

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

3092

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

605

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
4147	2701

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
19	14

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 mechanism to regulate consultancy offers in the capacity of both individual and the organization. A faculty member can spend maximum 40 days in a year for consultancy. All remunerations related to consultancy are received in favour of the Registrar of the University. A faculty/group receives 75% of total consultancy and 25% of the amount is remitted to University Development Fund. Remuneration paid to an individual faculty in one academic year should not exceed his/her total salary for the year. It is also ensured that the consultancy work at no stage interferes with the normal teaching/research work of any faculty. The administrative charges and charges for the use of equipment/instruments are decided by university as a percentage of the total consultancy amount involved. However, for individual consultancy where lab facility is not needed, no charge is levied. Following is the link for detailed guidelines:
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)

2067946

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

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 actively engaged in diverse extension activities aimed at sensitizing students and fostering holistic development in the local community. Many programs mandate

outreach activities or field courses. In the Department of Linguistics, activities like data collection from linguistic communities and Sign Language courses contribute to outreach, especially within the disability sector.

The Hindi department encourages students to participate in social awareness initiatives, including cleanliness drives and promoting digital transactions to instil a sense of social responsibility. The Faculty of Management Studies (FMS) has taken significant steps in sensitizing students through activities such as silent auction crowdfunding, the Alumni Connect Program, and content sessions spanning various fields. Students demonstrate dedication to community service through initiatives like blood and cloth donation drives.

In anthropology and adult education, initiatives involve screening, counselling, and collaboration with organizations to address lifestyle variables and community needs. Mathematics teachers actively participate in seminars and webinars, sharing knowledge with a broader audience and promoting social awareness. The Department of Zoology conducts training programs on aquaculture, and genetics Ph.D. students mentor trainees from diverse backgrounds, emphasizing inclusivity. Faculty members across disciplines provide subject-specific talks and training to biology teachers, encouraging students to pursue careers in science.

The Department of Education has proactively focused on holistic development, incorporating activities like yoga, music, and art education. Various other departments showcase the university's commitment to student well-being and its role in contributing to society through their extension activities.

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

15

File Description	Documents
Upload the data template	No File Uploaded
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)

34

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

851

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

82

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

22

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.

We continuously strive to create an environment that fosters holistic education. The classrooms provide an environment to stimulate critical thinking through meaningful interactions. Teaching laboratories tailored to the different programmes, help students gain specialized skills. The university's state-of-the-art research infrastructure significantly contributes to its high research output. ICT-enabled facilities such as smart classes, LMS have been established to connect students and lecturers. University has significantly invested in modernizing its infrastructure, by introducing smart classrooms. Campus-wide Wi-Fi connectivity provides seamless access to digital resources. The university enhances its academic information landscape by implementing the Integrated Library Management System (ILMS). It integrates major apps like Google Classes and Google Hangout for live video interaction, facilitating dynamic teaching. Furthermore, the university strongly supports government initiatives such as National Digital Library of India, and e-PG Pathshala among others. To nurture the holistic development of students, the University has invested in excellent infrastructure and sports facilities for holding events and competitions. The Office of Culture Council is committed to providing opportunities for artistic expression, fostering cultural unity, and promoting various art forms. It aims to inspire and educate students. All the Halls and auditoriums are equipped with audio-visual technology and ample seating capacity. Gandhi Bhawan conducts yoga courses along with wellness workshops. Multiple sports activities are promoted by Delhi University Sports Council (DUSC). Notable sports facilities at the University include Rugby Stadium, Multipurpose Hall and Polo Ground utilized for

various indoor and outdoor sports.

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 University maintains a professional environment that upholds the personal space of both students and employees, ensuring a secure and well-organized campus. Entry points are monitored, and surveillance cameras are strategically placed for enhanced safety. Labs adhere to statutory safety protocols, with special measures taken during the COVID-19 pandemic to align with government guidelines. Sanitization stations were established, and classes seamlessly transitioned to online platforms. Various departments and committees, such as the Engineering Office, Garden Committee, Estate Section, and Proctor Office, contribute to the ongoing maintenance of the University.

A range of general facilities, including Health Services, Cafeteria, Stadium, Utility Centres, banks, Post Office, Railway Reservation Counter, Kendriya Bhandar, Cooperative Store, etc., are thoughtfully provided. Efforts are consistently made to ensure accessibility for individuals with disabilities, addressing deficiencies promptly. The University boasts two Guest Houses: the International Guest House with 27 rooms, a spacious dining hall, a 30-person Conference Room, and a Committee Room; and the University Guest House with 33 guest rooms, 6 Bamboo cottage rooms, and a dining hall. Additionally, the University features several hostels, including two International Hostels, catering to both male and female residents.

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)

11875.71

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

The Delhi University Library System (DULS) employs the TROODON Library Management software, initiating automation in housekeeping operations since 2000. This Multi-user, Multi-lingual software

operates on a web-enabled platform, employing a GUI-based interface and supporting Barcode technology and Multimedia compatibility. The housekeeping operations, including acquisitions, circulations, serial control, WebOPAC, and maintenance, are seamlessly integrated into the software. Specifically designed modules within the software manage the complete process of book acquisition and technical processing, extending support for subscription processing, reminders for unreceived journal issues, and the binding of journal volumes.

The Web OPAC feature enables users to search the entire DULS collection, providing precise book locations within specific libraries. The Integrated Library Management System (ILMS) facilitates a distributed input system for bibliographic details in various languages such as Hindi, Urdu, Punjabi, Bengali, etc., covering books, bound volumes, theses, and dissertations. Operational across diverse library sections and services, ILMS significantly meets the academic information needs of end-users. Serving as a cohesive entity, it supports a multidisciplinary approach to information retrieval and is extensively utilized by end-users to locate resources across all libraries under DULS.

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)

3539.93

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)

51144

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 prioritizes enhancing and sustaining its Information Technology (IT) infrastructure to meet diverse academic and administrative requirements. By employing a focused IT policy and allocating substantial budgets, the institution consistently updates its IT facilities to stay current with technological advancements, including Wi-Fi services. A cornerstone in this regard is the Delhi University Computer Centre (DUCC), a vital hub for designing, managing and maintaining one of India's most extensive networks. With over 22,000 wired nodes and 20,000 Wi-Fi accounts. It acts as the backbone for the university's digital infrastructure, manages content for the university's website, social media platforms and extends its support to various units. The commitment to IT excellence extends beyond infrastructure management to encompass the implementation of comprehensive privacy policies, regulatory frameworks, skill development and capacity building. The institution consciously ensures data protection in all IT-related endeavors. Through strategic partnerships DUCC offers a range of training programs aimed at enhancing IT literacy and proficiency among stakeholders. One notable initiative is the adoption of the Samarth eGov suite, facilitated through the Ministry of Education. It streamlines administrative processes, enhances accessibility, and improves service delivery. Furthermore, DUCC plays a crucial role in facilitating e-procurement, RTI online services, and training

programmes. Through these initiatives, the university fosters a culture of innovation, academic excellence and digital readiness.

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
26648	15000

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

- ?1 GBPS

File Description	Documents
Upload relevant supporting document	View File

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

C. Any 2 of the above

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

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

20083.68098

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 departments have established robust systems and procedures, aligned with university policies, to maintain and utilize diverse physical, academic, and support facilities. In the Linguistics department, various labs (Psycholinguistics, Phonetics, Neurolinguistics), a library, computer facilities, classrooms, research student rooms, data collection rooms, and a seminar room are maintained. The departments leverages sports and game facilities from affiliated colleges where students are enrolled. FMS, spanning North and South Campuses, offers technology resources, Wi-Fi-enabled spaces, a library, sports amenities, and classrooms. Anthropology boasts six laboratories, a library, computers, and classrooms. The Computer Science department features computer labs, interactive boards in classrooms, and access to the central university library. Mathematics provides classrooms, research labs, computational facilities, and access to the Faculty of Mathematical Sciences Library. Plant Molecular Biology has well-equipped classrooms, labs, libraries, and sports facilities. Genetics offers classrooms, labs, computers, and central library access. Zoology, Sociology, Economics, Education, Statistics, and Microbiology departments house various facilities including labs, libraries, computers, and classrooms. Maintenance and utilization of these resources are prioritized through committees, regular meetings, and received grants, ensuring an optimal academic experience for students.

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)

2395

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

1093

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 redressal of the grievances through appropriate committees

• All of the above

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

227

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

1992

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

707

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

60

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 features a democratically elected Delhi University Students Union, accompanied by several departmental committees designed to address diverse student concerns. These committees, including the Student Redressal Grievance Committee, North-East Student Welfare Committee, Anti-Smoking Committee, Joint

Consultative Committee, and Anti-Ragging Committee, contribute to a holistic student support system. Notably, in the Faculty of Management Sciences (FMS), the Management Science Association (MSA) acts as the student council, playing a pivotal role in both institutional development and student welfare. The MSA engages in a spectrum of activities that distinguish it from other business schools in India. Responsibilities range from creating admission brochures, managing website content, organizing industry workshops and guest lectures, hosting national-level festivals, overseeing placements, to mentoring new students. The MSA's primary objective is to promote and coordinate activities related to management studies, encompassing Marketing, Finance, HRD, OR & Systems, among other areas. This is achieved through knowledge dissemination, organization of conferences, seminars, talks, discussions, and active support for the publication and dissemination of information on significant developments in management theory and practice.

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

46

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

University of Delhi is proud of its alumni strength, many of whom have distinguished themselves in various spheres like corporate, bureaucracy, literature, sports etc., exhibiting university's footprint in different walks of life. The university recognizes alumni as a critical component in its development and believes in meaningful alumni engagement. The Delhi University Alumni Association (DUAA) is actively engaged in University governance. The alumni registration has shifted to an online portal since 2022, significantly expanding the database. Various events have fostered greater engagement like The Centenary Alumni Meet, Cricket Match

with Vice Chancellor's Team and Retired Teachers Meet held in 2023. These events brought a sense of belongingness and several made noble gestures by pledging support to the university. Several eminent alumni collectively authored a book "100 Glorious Years of Delhi University" reflecting their time in venerable alma mater. At the Centenary Alumni Meet, the establishment of a Section 8 Company "University Development Foundation" was launched, mobilizing funds to create an Endowment Fund university progression. Various departments and colleges have their own Alumni Associations who contribute to the alma mater by conducting academic and social events, providing placements, internship opportunities and industry connect.

File Description	Documents
Upload relevant supporting document	View File

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

The leadership and governance practices of the University align with its core mission of provide quality and affordable education transcending socio-economic barriers. The leadership continuously evolves strategies to cater to an ever-increasing student population and who having varied expectations from their education.

NEP Implementation: The university has been a torchbearer in NEP 2020 implementation from the Academic Session 2022-23. Towards this, it framed the Undergraduate Curriculum Framework (UGCF 2022). The structure and scope, encompassing Value Added Courses (VAC), Skill Enhancement Courses (SEC) and Ability- Enhancement Courses (AEC) offer a plethora of learning opportunities for both slow and fast learners and conform to the university's mission of The learning of

regional Indian languages are embedded in the structure.

Sustained Growth: It consistently strives towards augmentation of infrastructure. Some initiatives include (i) Expansion of Physical Infrastructure whereby new projects have commenced such as Building and Hostel for Institution of Eminence : Computer Center: Expansion of Library: Vertical Extension of Physics and Chemistry Block: Faculty of Technology: , two New Academic Blocks at Delhi School of Economics: University Campus at Surajmal Vihar: Academic Block at Dwarka: Pragyan Bhawan: WUS Health Centre Building: , School at Maurice Nagar: and (ii) securing funding from HEFA

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 is the apex authority and guided by the wisdom of his administrative team. Regular meetings of the statutory bodies, comprising of nominated and elected members Statutory Bodies - Delhi University (du.ac.in) ensure a democratic governance. The university's commitment to autonomy is evident in granting ample independence to administrative heads for their day-to-day functioning. 20012022_Delegation-of-Financial-and-Administrative-Power.pdf (du.ac.in) Administrative Deans, assisted by Joint Deans/Deputy Deans are responsible for the smooth functioning of their portfolios Deans - Delhi University (du.ac.in) The academic matters are supervised by Deans of the Faculties, Heads of the Departments. The Proctor office deals with security issues on campus. Independent Offices of Student Welfare, Admission and Examination handle dedicated issues related to the large student population. The Foreign Students Registry and International Relations Office assist foreign students for their admission and related issues. Various administrative sections perform duties specifically assigned to it.

Participation Management: Matters pertaining to academic and administrative aspects are actively debated in the statutory bodies. There is inclusivity from civil society and students in the various committees. a unique Vice Chancellor Internship Scheme (VCIS) was initiated in 2022 whereby students engage in various administrative activities, 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 university has a robust administrative set-up for a seamless functioning. University follows Statutes in their function and appointment. Conduct of regular meetings of the statutory bodies demonstrate the democratic processes in the implementation of academic and administrative policies. In the Year 2023 itself, 01 meeting of the University Court, 05 meetings each of the Executive and the Academic Council, 02 meetings of the Finance Committee, 08 standing committee of AC on Academic Affairs and 04 standing committee of AC on Students were held. As a government-funded institution, the policies are in consonance with those of the regulatory bodies such as University Grants Commission (UGC) and Ministry of Education (MoE). The University hires quality human resources following guidelines framed and adopted by statutory bodies. A total of 3439 faculty member were appointed in constituent colleges while 213 Assistant Professor, 44 Associate Professor, 07 Professor were apponited in departments. Over 117 new appointments of the Non- Teaching Employees were also done.

The University of Delhi has established two not-for-profit companies, University of Delhi Foundation (UDF) and Udhmodaya Fondation, 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

6.2.2 - 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 a seamless

functioning. University follows Statutes in their function and appointment. Conduct of regular meetings of the statutory bodies demonstrate the democratic processes in the implementation of academic and administrative policies. In the Year 2023 itself, 01 meeting of the University Court, 05 meetings each of the Executive and the Academic Council, 02 meetings of the Finance Committee, 08 standing committee of AC on Academic Affairs and 04 standing committee of AC on Students were held. As a government-funded institution, the policies are in consonance with those of the regulatory bodies such as University Grants Commission (UGC) and Ministry of Education (MoE). The University hires quality human resources following guidelines framed and adopted by statutory bodies. A total of 3439 faculty member were appointed in constituent colleges while 213 Assistant Professor, 44 Associate Professor, 07 Professor were appointed in departments. Over 117 new appointments of the Non- Teaching Employees were also done.

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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

To assure low attrition rate, University shows exemplary commitment to welfare of employees through following measures:

Performance Appraisal System for both teaching and non-teaching staff, in line with the guidelines and regulations as laid down by UGC. The details are available on Rules, Policies & Ordinances - Delhi University (du.ac.in)

Welfare measures: These include:

Health coverage, World University Health Service (WUHS), LTC, leave encashment, Child Care and Maternity leave, allowances for children's education, Day Care Centre.

Thrift and Credit Society under the patronship of The Vice-Chancellor that disburses loans up to 2.5 Lakhs.

Benefits such as Pensions, Gratuity, Medical Reimbursements, Voluntary Death Relief Assistance Scheme and Group Insurance.

Residential facility, Sports Complex, Fitness Centre, Gymnasium, Psychological Counselling.

Utility Centre with Co-operative Store, Post Office, Bank, DTC Bus Pass Counter and Railway Reservation Counter.

Professional promotions with seed money, sabbatical leave, financial support for organizing and/or participating in conferences/seminars/workshops, and training programs. Various training programs and workshops are organized on campus.

<https://www.du.ac.in/index.php?page=rules-and-policies>

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

76

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

30

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)

133

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 in mobilizing and utilizing funds, with the Dean (Works) playing a crucial role in the process. Allocations are guided by a comprehensive plan considering university needs, priorities, and available resources. The Dean (Works) functions as a Committee Member appointed by the Competent

Authority, overseeing the mobilization and optimal utilization of funds across various domains.

Significant portions of the budget are directed toward academic programs, facilitating faculty recruitment, curriculum development, and program enhancement. Student support services receive funding to ensure comprehensive assistance, covering financial aid, accommodation, counseling, and career services. Research initiatives benefit from allocated funds supporting researchers, new projects, and the upkeep of existing laboratories and libraries.

The university prioritizes technological advancements by investing in AI, computer systems, software, and multimedia resources, enhancing tools for research, teaching, and learning. Infrastructure maintenance and upgrades, spanning classrooms, laboratories, libraries, and student accommodations, receive dedicated funds, ensuring a safe, comfortable, and conducive environment.

Overall, the strategic vision guiding fund allocation is centered on meeting the needs and aspirations of stakeholders, including faculty, students, and researchers. The university remains committed to efficient resource utilization, empowering all stakeholders to succeed in their respective endeavors.

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)

3350.00

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)

7.25

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 actively engages in regular internal and external financial audits for thorough scrutiny and compliance.

External audits are carried out annually by the Director General of Audit (Central Expenditure) to certify financial resources. Identified issues in resource management and financial accounting are conveyed through SAR Reports, prompting swift corrective actions.

Internally, the University's Audit Wing ensures a continuous audit process, covering both pre- and post-audit. Pre-audit focuses on payments exceeding Rs. 5 lakh and other significant financial transactions. Post-audit is conducted for all remaining transactions. Closure audits are performed for projects before submitting the Closure Report, accompanied by the annual physical verification of stored items and internal audits for University-maintained institutions.

Audit observations are communicated to the relevant departments, who respond with a Compliance Report or clarification. Resolutions are based on the department's responses, ensuring ongoing financial accountability and rectification of 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. Creation of a not-for-profit Section 8 company for mobilizing funds and consequently "University Development Foundation"

incorporated under Section 8 of the Indian Companies Act 2013 was created on April 21st, 2023.

2. Conducting annual Student Experience Survey to gather objective feedback on various aspects of their university experience.

3. Quality improvements in Research and Rankings:

(i) Assessment of UGC - CARE list Journals: The IQAC framed guidelines for quality checks prior to recommending journals originating from University of Delhi to UGC-CARE LIST.

(ii) International and National Rankings: The IQAC assessed and co-ordinates 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.

(v) IQAC deliberated on financial support of Article Publication Charges

and linked the quantum to the impact factor of journals. The suggestions were assessed by Research Council and approved by the university authorities.

<https://www.du.ac.in/index.php?page=university-of-delhi-foundation>

<https://www.du.ac.in/index.php?page=internal-quality-assurance-cell-iqac>

https://www.du.ac.in/uploads/new-web/29052023_Minutes-IQAC-09122021.pdf

https://www.du.ac.in/uploads/new-web/IQAC/04102021_IQAC_minutes.pdf

https://www.du.ac.in/uploads/new-web/10122021_IQAC_minutes.pdf

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	No File Uploaded
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. DU-E-Library connects with more users providing 88,000 eBooks, 35,000 e-Journals, 10,00,000 e-Theses and dissertations,

1,30,000 Video Lectures, 50 e-News publications. University has allocated funds of Rs.110 crores for extension of Central Library.

7. 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-cell-igac>

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 has undertaken various initiatives to promote gender equality. In terms of safety and security., Both the Main Campus and the South Campus maintain a robust system with guards, CCTV cameras, and a 'Woman in Distress' number. Counselling committees address issues such as ragging, harassment, and racial discrimination, with the faculty available for individual meetings. There is a Ladies' Common Room in most of the departments. The departments actively promote gender equality through seminars, conferences, and integrating theory on women empowerment into the curriculum. Student-run forums like Bageecha (at the Department of Social Work) aim to provide a safe space for gender discussions. The Departments emphasizes gender sensitization from the induction program, and various committees, including the Internal Complaints Committee, which address sexual harassment complaints. The institution demonstrates a commitment to gender safety, awareness, and sensitivity, fostering a conducive environment for all.

File Description	Documents
Upload relevant supporting document	No File Uploaded
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

B. Any 3 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's Engineering Department addresses both liquid and solid waste management. In terms of liquid waste, a Sewage Treatment Plant with a capacity of 100 KLD at Dhaka Complex effectively treats sewage from various hostels and staff quarters. The treatment involves primary and biological stages, utilizing aerobic microorganisms to reduce organic components. Further purification occurs through the Pressurized Sand Filter (PSF) & Activated Carbon Filter (ACF) processes, followed by Ultra Violet treatment. Meanwhile, Jubilee Hall excels in both solid and liquid waste management, with plant-based materials decomposed for manure and food waste separated for MCD Collection. Estate management, handled by Nexgen Manpower Services, engages in collecting, segregating, and disposing of degradable and non-degradable waste across the campus, maintaining a color-coded system for effective waste separation. The Meghdoot Hostel actively manages both solid and liquid waste within the premises. The D.S. Kothari Hostel collaborates with Eco

Prabandhan for recycling solid, e-waste, and hazardous waste. Other hostels, like the International Students' House for Women and the Rajiv Gandhi Hostel for Girls, demonstrate commendable waste management practices, including recycling, disposal, and treatment of liquid waste. Each hostel adopts unique strategies, contributing to the University's comprehensive waste management system.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

C. Any 2 of the above

2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5.Beyond the campus environmental promotional activities	
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)	
<p>In fostering an inclusive environment, the various departments of the institution employ distinct strategies. The departments underscores an open and receptive approach in teaching and communication, addressing individual problems irrespective of cultural or social backgrounds through dedicated efforts, including extra classes and individual teaching. Sanskrit focuses on inclusive leadership, with committees headed by members from culturally deprived sections, promoting representation and active participation. All departments, while part of general institutional efforts, maintains an inclusive atmosphere.</p> <p>Various departments institutes mechanisms to support diversity, with forums for teachers from constituent colleges, and committees addressing issues related to socio-cultural diversities, including SC/ST, North-East, and Sexual Harassment committees. ACBR emphasizes</p>	

a familial atmosphere, encouraging cultural sharing among students and addressing language barriers. The Social Work department actively promotes diversity and inclusion through seminars, lectures, and research initiatives, ranking high in academic excellence and diversity outreach. The Education department cultivates a democratic environment, ensuring mutual respect and cooperation among teaching, non-teaching staff, and students. Departments inherently addresses social inequities through its discipline, instilling awareness in students. Departments conduct various programs, seminars, and cultural events to nurture an inclusive environment, addressing diverse societal aspects. The Culture Council of the University organizes performances, workshops, and talks to encourage diversity in performing arts, while the Statistics department engages in festivals, cultural and spiritual events, sports days, and socio-economic initiatives like clothes distribution drives. Overall, these institutional efforts collectively contribute to creating an inclusive, tolerant, and harmonious campus environment.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

- The University hosts various activities and programs aimed at instilling values necessary for responsible citizenship among its members. Education's primary goal is to enlighten and nurture conscientious citizens, which the University actively pursues. It sensitizes students and staff about their Constitutional rights and duties, evident in events like Constitution Day, where all University officers take a pledge and read the preamble. Vigilance Awareness Week promotes ethical conduct and civic engagement through an Integrity Pledge. National Unity Day honours Sardar Vallabhbhai Patel, with events like floral tributes and a National Unity Run. The University pays homage to freedom fighters and leaders through ceremonies on Independence Day and Republic Day, alongside participating in national campaigns like Swachhata Pakhwada. Gandhi Jayanti sees community action programs and cleanliness drives. Martyrs' Day commemorates Bhagat Singh, Sukhdev, and Rajguru, highlighting historical heritage. Dr. Ambedkar's

birth anniversary is observed, as is the International Yoga Day. Departments conduct seminars and webinars, wherein experts in constitutional values, civic rights and duties are invited to interact with the university community in sessions on Constitution Day and Vigilance Awareness Week. These initiatives collectively promote civic responsibility and national consciousness among university constituents.

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 participates in celebrating commemorative day of national importance throughout the year. On the Constitution Day the university officers taking a pledge and reading the preamble. Vigilance Awareness Week promotes ethical conduct and civic engagement through an Integrity pledge. Rashtriya Ekta Diwas honours Sardar Vallabhbhai Patel, celebrated with events like floral tributes and a National Unity Run. The University pays homage to freedom fighters and leaders, organizing flag hoisting ceremonies on Independence and Republic Day, aligning with national campaigns like Swachh Bharat Abhiyan. Gandhi Jayanti sees community action programs, while Martyrs' Day commemorates Bhagat Singh, Sukhdev, and Rajguru. The University celebrates Dr. Ambedkar's birth anniversary and observes International Yoga Day. National Unity Day is commemorated with programs at Gandhi Bhawan. The University community enthusiastically participates in initiatives like the Har Ghar Tiranga campaign, showcasing its commitment to national unity and heritage preservation

File Description	Documents
Upload relevant supporting document	No File Uploaded

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 1: Creation of Online Systems for Facilitating Governance, Administration and Teaching-Learning Objectives: The University has embraced digitalization for both academics and administration, employing initiatives like the Samarth EGuv Suite. It aims to enhance efficiency, transparency, and accessibility. Administrative processes, including procurement and recruitment, have been digitized. Student support includes a Grievance Redressal System. Digital academic resources like online libraries and ICT-enabled classrooms are available, along with teaching tools like Google Classroom. The Admission Module facilitated admissions for thousands of students, while the Program Management Module streamlined services. Over 3.5 lakh digital degrees were conferred during the pandemic. Employee access to information and records has improved significantly, with thousands of accounts registered and numerous research publications recorded.

BEST PRACTICE 2: Preserving the Heritage and Legacy of the University through DU Archives: The practice aims to preserve archives capturing the university and nation's history, maintain heritage buildings, promote research, instil national pride, and protect documents. The University meticulously maintains the Vice Regal Lodge and archives dating back to 1922, showcasing its growth and contributions. The archives house various artifacts, documents, and photographs, serving as a repository of the university's rich history and accomplishments.

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, celebrating a century of academic excellence, has achieved remarkable feats in academia, research, and societal engagement. Notably, its high academic standards are evident in global and national rankings, including a significant improvement in the QS World Universities Rankings and top placements in QS World University Sustainability Rankings. The University's commitment to research excellence is underscored by its recognition in the

Clarivate India Research Excellence Citations Awards and its status as an Institution of Eminence. Administrative policies supporting research and recruitment bolster academic advancement. Additionally, the establishment of new centres and companies reflects a commitment to holistic education and innovation. The University's implementation of the National Education Policy 2020 underscores its dedication to inclusivity and collaboration, exemplified through initiatives like the Financial Support Scheme and Orphan Quota. Programs like the Vidya Vistar Scheme and Vice Chancellor Internship Scheme further demonstrate its commitment to comprehensive education and societal empowerment.

7.3.2 - Plan of action for the next academic year

Following are the objectives for the following year:-

1. Framework for Implementation of NEP 2020 in PG courses
2. Continue with faculty recruitment
3. Continue to Strengthen the Alumni engagement.
4. Consolidating an endowment fund for the university
7. Initiatives to further Enhance the teaching learning process and research output
8. Provide more scholarships and support to disadvantaged sections
9. Strengthen the IT and library facilities.
10. Strengthen the plant sciences
11. Encourage green initiatives
12. Efforts to capture career progression of graduates
13. Activate IIIL to enhance MOOCs/online courses