

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

UNIVERSITY OF DELHI

UNIVERSITY OF DELHI, DELHI

110007

www.du.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The University of Delhi is a premier university of the country with a venerable legacy and international acclaim for highest academic standards, diverse educational programmes, distinguished faculty, illustrious alumni, varied co-curricular activities and modern infrastructure. Over the many years of its existence, the University has sustained the highest global standards and best practices in higher education. Its long-term commitment to nation building and unflinching adherence to universal human values are reflected in its motto: '*Nishtha Dhriti Satyam*' (Dedication, Steadfastness and Truth).

Established in 1922 as a unitary, teaching and residential University by the Act of the then Central Legislative Assembly, a strong commitment to excellence in teaching, research and social outreach has made the University a role-model and trend setter for other universities. The President of India is the Visitor, the Vice-President is the Chancellor and the Chief Justice of the Supreme Court of India is the Pro-Chancellor of the University. Beginning with three colleges and 750 students, it has grown as one of the largest universities in India with 16 faculties, over 80 academic departments, an equal number of colleges and over seven lakh students. Over 500 programmes offered by the University are approved by Academic and Executive Councils, out of which 209 programmes are being considered for NAAC accreditation purpose. The rest being run in colleges are separately accredited.

Drawing students and faculty from across India and abroad, the University has emerged as a symbol of excellence, integrity and openness of *mansa* (thought), *vaacha* (speech) and *karmana* (action).

Vision

The Vision and Mission statements of the University of Delhi reflect its resolve to assiduously pursue and achieve its goals which are aligned with the societal expectations of nurturing young talent and engendering high caliber professionals and scholars. The University remains committed to being at the forefront of providing the best tertiary education to its students and acting as a catalyst in shaping a bright and sustainable future for the nation and the world. Specifically stated, the Vision of the University of Delhi is as follows:

Be an internationally acclaimed University, recognized for excellence in teaching, research and outreach; provide the highest quality education to students, nurture their talent, promote intellectual growth and shape their personal development; remain dedicated and steadfast in the pursuit of truth aligned with the motto of the University of Delhi “Nishtha Dhriti Satyam” and serve humanity through the creation of well-rounded, multi-skilled and socially responsible global citizens.

Mission

The University visualizes its graduates as capable and enabled individuals, endowed with skills to offer sustainable solutions to a broad range of issues. Specifically stated, the Mission of the University of Delhi is as follows:

To provide best quality education to students regardless of their socio-economic background, nurture their talent, promote their intellectual growth and shape their personal development. Known for the highest academic standards, the University of Delhi offers a congenial academic environment to the brightest students and an outstanding faculty. Given its illustrious past, the University's inspiring present holds the promise of an exceptional future for its stakeholders.

CORE VALUES

The University of Delhi is guided by its Core Values in delivering its Mission and pursuing its Vision. The Core Values of the University are:

- **Excellence**, in teaching, learning, research and service.
- **Innovation**, through new research directions, programs and partnerships
- **Creativity**, in exploring new ways to add to the body of knowledge through new findings.
- **Collaborative and Experiential Learning**, by sharing knowledge across traditional boundaries.
- **Entrepreneurship**, through emphasis on collaborative and interdisciplinary study.
- **Ethical Conduct**, through instilling a value system in students.
- **Social Responsibility**, dedicated to serving individuals, society and nation through outreach and community engagement.
- **Diversity and Inclusion**, by respecting all individuals regardless of class, caste, religion, ability and gender.
- **Global Citizenship**, by inculcating meaningful knowledge and skills leading to identification with the world community and building global values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The University of Delhi sustains global standards and best practices in higher education and research. It boasts of illustrious alumni who have made a strong mark across domains. It offers a diversity of well-structured educational programmes taught by distinguished faculty, a wide range of co-curricular activities, and a productive and creative work ethos that attracts students from across the country and abroad. The educational programmes of the University are widely acknowledged for innovative teaching-learning pedagogies. The University revels in promoting a strong research culture for achieving excellence in research and innovation through novel research paradigms. A dynamic, highly coordinated administrative structure of participative management and academic liberty has helped attain a status of excellence in teaching, research and social outreach.

The University has a well-endowed pool of distinguished faculty, many of whom have been honoured with prestigious awards and recognitions such as Padma Bhushan, Padma Shree, Visitor Award for Innovation, Shanti Swarup Bhatnagar Award and many others, as also with Honorary doctorates from foreign and Indian Universities. Also, some of them have been elected as Fellows of distinguished Societies/Academies. Many of them also serve on important Government advisory committees.

As per SCOPUS database, the h-Index of the University is 157, one of the highest among Indian Universities.

Institutional Weakness

The University of Delhi is renowned for its academic caliber that attracts a large number of students from the country. Keeping abreast of the growing needs of its ever increasing student community and staff, there is a requirement of more hostels for students, on-campus accommodation for local and international faculty and non-teaching staff, and expansion of infrastructure including space for new state-of-the-art laboratories. There is a need to develop mechanisms for increasing student employability across all streams, strengthening systems to convert research outcomes into technologies and generating financial resources through technology development and transfer and enhancing its global ranking.

Institutional Opportunity

The University has the potential to increase interdisciplinarity in curricula and application-oriented component of its educational programmes, through innovative mechanisms such as by having courses beyond class room learning to generate human resources with skill sets that would enhance their employability. The University Research/Innovation Grants to Department faculty and college teachers need to be continued and strengthened further for their applied component to facilitate technology development, social outreach and find solutions for global challenges. Policy for providing incentives for research needs to be further strengthened. Initiatives for environmental conservation can be diversified and expanded for enhancing Green Ranking.

Institutional Challenge

The University of Delhi comprises of 16 Faculties, more than 80 Departments Centres and Colleges. It offers more than 500 programmes, which include undergraduate programmes offered by constituent colleges, postgraduate programmes (Masters, M.Phil. and Ph.D.) and Certificate and Diploma courses. Given the gigantic structure and emphasis on maintenance and up gradation of teaching and research as per global academic standards, the University requires sustenance of adequate financial support and continuous implementation of administrative reforms in order to reach global best. Facilitating consistent up gradation in future to reach international standards of excellence remains a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Aligned to its vision and mission, the University undertakes more than 500 academic programmes (including undergraduate, Masters, M.Phil., Ph.D., certificate and diploma programmes) in all conceivable spheres of knowledge building through 16 faculties, over 80 departments, centres and colleges. These diverse and highly acclaimed academic programmes are imbued with dynamic and well structured curricula which incorporate the contemporary knowledge, interdisciplinary learning and thrust on finding solutions to real life problems. The University follows a robust and well-articulated policy in the design and development of the curriculum, enshrined in its regulations, and overseen by the Faculties, Academic Council and Executive Council. There is

clear focus on learning needs that are comprehensively reflected in programme outcomes, programme specific outcomes and course outcomes. These equip students with in-depth domain knowledge, competence for research and innovation, experiential learning and capacity for creativity and enterprise. To enhance employability, curriculum design includes inculcation of desirable skill sets, Core Values, Graduate Attributes and placement support.

The University strongly believes in the inculcation of human values, gender equality, professional ethics, promotion of environmental conservation and sustainable development among students and scholars. Curricula of many courses attempt to address concerns and instill appreciation for issues relevant to these domains, both in the theoretical and pragmatic contexts. Flexibility is provided to students to pursue papers of their choice through the Choice Based Credit System for undergraduate programmes, and electives within postgraduate programmes. Curricula are designed based on prospective needs of industry/practice domains, technological advancements, national/international contexts and stakeholder feedback.

Teaching-learning and Evaluation

The University of Delhi encourages creativity, innovation, and interdisciplinarity in its teaching-learning process, with strong emphasis on linking theoretical knowledge with practical training and due application of knowledge to find solutions. Teaching practices in the University include inductive and eclectic methods; use of case studies, language and skill labs; group based seminars, presentations and internships; laboratory based learning for science courses; optimal use of audio-visual and other ICT based methods; project-based learning and field studies. The student-centric education encourages extensive use of dialogue and discussion during classes, which facilitates inquiry-based learning and enhances confidence. Emphasis on small group interactions through tutorials; easy access to faculty; remedial classes for students; regular and structured workshops to facilitate peer learning; and additional opportunities to interact with and learn from the wider community of visiting scholars and professionals from India and abroad through collaborations with universities, research institutions, industry and governmental and non-governmental organizations allows students to enhance their academic caliber. Libraries are well-stocked with latest textbooks and reference material, and students have easy on-time access to journals and e-resources.

The Academic Calendar of the University is strictly adhered to for initiation/dispersal of classes, preparatory leave, and conduct of practical and theory examinations. Evaluation of students is done in a continuous mode during the academic session through diverse methods which allow students to fortify their strengths and take remedial measures to overcome their weaknesses under faculty supervision. Adequate mechanisms and procedures are in place to assist all stakeholders to redress examination/evaluation-related grievances.

Research, Innovations and Extension

The University is a research-oriented university with an *h*-index of 157, one of the highest among Indian Universities. It nurtures high quality research by facilitating establishment of well-equipped laboratories, Central Instrumentation Facilities, computational infrastructure and allied services. With over 9000 publications in last five years; highest University grants like DST-PURSE; grants from UGC-SAP/CAS and DST-FIST; and

more than 300 individual extramural research projects being underway, the University is indeed in an enviable position. In addition, the University sanctions rigorously screened, annual University Research and Development (R&D) Grant to its Department faculty members to enhance their research capabilities and output. Another significant initiative, the first of its kind in the country is the award of Innovation Projects to college faculty to promote research at the undergraduate level. The Cluster Innovation Centre aims at fostering an ecosystem of innovation and connecting research with application for the benefit of society.

Besides a series of journals initiated by the departments, the University has started three e-journals to encourage research. It has established an Electropreneur Park and Technology Business Incubators to encourage translational research, entrepreneurship and employment. An Intellectual Property Rights Cell and a Patent Fund support researchers in filing and maintenance of patents. The University also provides monetary support to faculty for organization of conferences and workshops; participation in international/national conferences; and publication of research papers in high impact factor journals. In accordance with recommendations of MHRD, the University has set up a Community Development Cell which is functional in five villages.

Infrastructure and Learning Resources

The University creates a conducive physical ambience through provision of facilities of international standards for high quality teaching and research. These include classrooms equipped with audio-visual aids; state of the art laboratories; Central Instrumentation Facilities; computational infrastructure and allied services. University buildings are built/renovated with disabled-friendly washrooms, ramps, tactile paving, and elevators (wherever possible). The University has 20 hostels for students and a hostel for international students. The World University Services Health Centres provide medical facilities to students, teaching and non-teaching staff. The Sports Complex has facilities of international standards for Rugby, Football, Baseball; a Multipurpose Hall for Badminton, Netball, Basketball, Table Tennis etc; a synthetic track at University Polo Ground and a well equipped Gymnasium. The Delhi University Library System is one of the largest in the country comprising multidisciplinary centralized libraries, single discipline major libraries, Departmental libraries and special libraries including a Braille library. More than 35,000 e-journals and other academic materials are accessible through ~200 online databases subscribed by the University or through e-Sodhganga, and open access e-resources. The computational infrastructure currently comprises of 10 Gbps (north campus) and 1 Gbps (south campus) fibre-based, expandable network connections to connect to NKN and internet. The entire university is a huge LAN based network. A 1000 Mbps link connects the north and south campus with unlimited bandwidth. All Departments have requisite facilities like office rooms, common rooms and separate rest rooms for women. Departments regularly update the University about their new requirements and actively work towards accessing them.

Student Support and Progression

The University extends all possible support to its students in academic guidance and career progression. All requisite information on administration, departments, staff, admissions, programmes, examinations, infrastructure, and amenities are provided on the University website. Orientation programmes are organized to familiarize new students with courses, faculty, curricular/co-curricular activities and career options. Apart from classroom interactions, tutorial support, workshops, term papers, field studies, seminars and internships are integral components of the academic support system. The Office of Dean, Students' Welfare provides support

and guidance to undergraduate students on all matters. For students from marginalized backgrounds and/or with disabilities, the Equal Opportunity Cell conducts weekly counseling sessions and offers short-term courses on need/skill-based themes. The University provides scholarships/freeships to meritorious students, students from economically weaker backgrounds and/or with disabilities. It sponsors students for national and international sports events, cultural events and conferences through the Sports Council, Cultural Council and Research Council. Comprehensive health care is made available through WUS Health Centres. The Foreign Students Registry office provides assistance to foreign students. Besides the Internal Complaints Committee which responds to complaints of sexual harassment as per relevant act, there exists an Online Student Grievance Redressal System, a student feedback system; anti-discrimination officer, committee for students from North-East region and departmental anti ragging committees. The Centralized Placement Cell and Department-specific placement cells assist students for career identification and employment. A large number of students qualify for research fellowships, competitive exams or progress to higher education, both within the University, or other universities in India/ abroad.

Governance, Leadership and Management

A dynamic, highly coordinated administrative structure and strong leadership has enabled the University to attain a status of excellence in academics, research and social outreach. The University promotes a culture of participative management as is reflected in the composition of its Statutory Bodies viz., University Court, Executive Council, Academic Council and Finance Committee, which include representatives from all relevant fields/faculties. Several new positions have been instituted from time to time to encourage decentralization and increase administrative efficiency. The University departments function within the aegis of the faculties. They conduct curricular/ co-curricular activities, determine core areas of research and social outreach and design/revise curricula, subject to academic approval by the University statutory bodies. Constituent colleges/institutions are governed by their Governing Bodies as per the Act/Statutes/Ordinances of the University. Some academic and administrative matters of colleges including, implementation/revision of courses and syllabi, paper setting, moderation/conduct of examinations, evaluation and declaration of results are done by the University, ensuring uniformity in academic standards. The faculty enjoys academic liberty in terms of selecting teaching, research and other assignments after due consultation with Heads and as per University policies/guidelines. Non-teaching staff contributes to decision-making through their representative bodies. The Internal Complaints Committee (ICC) and Offices of the Proctor, Dean (Students' Welfare) and Dean (Examinations) are entrusted with the responsibility of addressing specific grievances. The University has placed utmost importance in digital communication of its initiatives like the digital administrative processes, digital research initiatives, digital teaching initiatives, digital initiatives of the library system and online admissions.

Institutional Values and Best Practices

The University has consistently sustained a culture of best practices and innovations in its academic and administrative endeavors. Two trendsetting best practices include: *Advancement of knowledge through research and innovation & University beyond Campus: Societal Impact*. Some other notable innovative academic practices include Innovation Projects; Department Research Grants; establishment of Cluster Innovation Centre (to foster innovation, inter-disciplinary curricula and applied research); Students' Experience Survey; Benchmarking Exercise (self-assessment by Departments against global benchmarks and standards),

establishment of Design Innovation Centre, Technology Business Incubator and Electropreneur Park (first of its kind to support start-ups in electronic system design and manufacturing). Among the best administrative practices, the following deserve special mention: development of Digital Automation (for centralized admission, fee collection, e-procurement, recruitment, management of research projects, payroll, leave management); establishment of Equal Opportunity Cell; IPR Cell and Patent fund, Student Grievance Redressal System, Central Placement Cell, Community Development Cell, and Delhi University Community Radio. The University has adopted several environment-friendly practices viz., use of sewage-treated water for gardening, solar water heating systems in hostels, e-governance to minimize paper usage, energy efficient LED lights in new buildings, and segregation/ proper disposal of e-waste. The *Gyanodaya Express*, a full-fledged college on wheels was a unique experiment to create a comprehensive academic experience on a train. From 2012 to 2014, five train journeys were undertaken under this initiative. *Antardhvani*, a mega annual event showcased the best in research, teaching, culture and integrated activities. Its distinctive features were Good Practices Award, Innovation Plaza and International Plaza.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	UNIVERSITY OF DELHI
Address	University of Delhi, Delhi
City	Delhi
State	Delhi
Pin	110007
Website	www.du.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Yogesh Kumar Tyagi	011-27667011	9910387648	011-27667049	du_naac@du.ac.in
Registrar	Tarun Kumar Das	011-27667853	9911854923	011-27666350	registrar@du.ac.in

Nature of University	
Nature of University	Central University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	01-05-1922
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	01-05-1922	View Document
12B of UGC	01-05-1922	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	University of Delhi, Delhi	Urban	198.69	246554	Ph.D./ M. Phil./PG/UG		
<i>Institutes</i>	<i>Centre For Innovation In Infectious Disease Research, Education And Training University Of Delhi South Campus Benito Juarez Marg New Delhi 110021</i>	<i>Urban</i>	<i>0.16</i>	<i>400</i>	<i>Research /Training</i>	<i>07-03-2017</i>	<i>08-03-2017</i>

<i>Satellite Campus</i>	<i>University Of Delhi South Campus Benito Juarez Marg New Delhi 110021</i>	<i>Urban</i>	<i>63.88</i>	<i>70550</i>	<i>Ph.D./M. Phil./PG/UG</i>	<i>03-04-1970</i>	<i>04-04-1970</i>
<i>Institutes</i>	<i>Centre For Genetic Manipulation Of Crop Plants University Of Delhi South Campus Benito Juarez Marg New Delhi 110021</i>	<i>Urban</i>	<i>0.3</i>	<i>1200</i>	<i>Research /Training</i>	<i>04-06-2004</i>	<i>05-06-2004</i>
<i>Institutes</i>	<i>Centre For Canadian Studies University Of Delhi South Campus Benito Juarez Marg New Delhi 110021</i>	<i>Urban</i>	<i>1</i>	<i>30</i>	<i>Research /Training</i>	<i>04-06-2004</i>	<i>05-06-2004</i>
<i>Institutes</i>	<i>Prof. D S</i>	<i>Urban</i>	<i>0.01</i>	<i>48</i>	<i>Research /Training</i>	<i>04-06-2004</i>	<i>05-06-2004</i>

	<i>Kothari Centre For Science Ethics And Education University Of Delhi Delhi 110007</i>						
<i>Institutes</i>	<i>Women Studies And Development Centre University Of Delhi Delhi 110007</i>	<i>Urban</i>	<i>8</i>	<i>282</i>	<i>Research /Training</i>	<i>04-06-2004</i>	<i>05-06-2004</i>
<i>Institutes</i>	<i>Centre For Detector And Related Software Technology University Of Delhi Delhi 110007</i>	<i>Urban</i>	<i>0.02</i>	<i>104</i>	<i>Research /Training</i>	<i>04-06-2004</i>	<i>05-06-2004</i>
<i>Institutes</i>	<i>Developing Countries Research Centre University Of Delhi Delhi 110007</i>	<i>Urban</i>	<i>0.08</i>	<i>261</i>	<i>Research /Training</i>	<i>04-06-2004</i>	<i>05-06-2004</i>
<i>Institutes</i>	<i>Interdisciplinary</i>	<i>Urban</i>	<i>0.3</i>	<i>1200</i>	<i>Research /Training</i>	<i>17-12-2004</i>	<i>18-12-2004</i>

	<i>y Centre For Plant G enomics Universi ty Of Delhi South Campus Benito Juarez Marg New Delhi 110021</i>						
<i>Institutes</i>	<i>Centre For Env ironmen tal Man agement Of Degr aded Ec o- systems Universi ty Of Delhi Delhi 110007</i>	<i>Urban</i>	<i>0.04</i>	<i>102</i>	<i>Research /Training</i>	<i>19-05-1995</i>	<i>20-05-1995</i>
<i>Institutes</i>	<i>Centre For Inte rdiscipli nary Studies Of Mountai n And Hill Env ironmen t Univer sity Of Delhi Delhi 110007</i>	<i>Urban</i>	<i>0.06</i>	<i>191</i>	<i>Research /Training</i>	<i>19-05-1995</i>	<i>20-05-1995</i>
<i>Institutes</i>	<i>Institute Of Life</i>	<i>Urban</i>	<i>0.15</i>	<i>525</i>	<i>Research /Training</i>	<i>27-12-2007</i>	<i>28-12-2007</i>

	<i>Long Learning University Of Delhi Delhi 110007</i>						
<i>Institutes</i>	<i>Centre For Science Education And Communication University Of Delhi Delhi 110007</i>	<i>Urban</i>	<i>0.05</i>	<i>185</i>	<i>Research /Training</i>	<i>30-01-1988</i>	<i>31-01-1998</i>
<i>Institutes</i>	<i>Agricultural Economics Research Centre University Of Delhi Delhi 110007</i>	<i>Urban</i>	<i>0.19</i>	<i>345</i>	<i>Research /Training</i>	<i>16-05-1987</i>	<i>17-05-1987</i>

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Education/Teachers Training	4	0	4
Arts	1	0	1
Rehabilitation Sciences	2	0	2
Engineering/Technology/Architecture/Design	1	0	1
General	64	0	64
Medicine & Surgery/Ayurveda/Unani/Homeopathy/Health & Allied Sciences/Paramedical/Sciences	18	0	18

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	68
Affiliated Colleges	90
Colleges Under 2(f)	76
Colleges Under 2(f) and 12B	76
NAAC Accredited Colleges	33
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	58
Colleges with Research Departments	5
University Recognized Research Institutes/Centers	13

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes						
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td>100918_998_4.pdf</td> </tr> <tr> <td>BCI</td> <td>100918_998_8.pdf</td> </tr> </tbody> </table>	SRA program	Document	NCTE	100918_998_4.pdf	BCI	100918_998_8.pdf	
SRA program	Document						
NCTE	100918_998_4.pdf						
BCI	100918_998_8.pdf						

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	264				648				794			
Recruited	87	22	0	109	148	91	0	239	237	176	0	413
Yet to Recruit	155				409				381			
On Contract	0	0	0	0	0	0	0	0	111	104	0	215

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				1903
Recruited	693	211	0	904
Yet to Recruit				999
On Contract	356	200	0	556

Technical Staff				
	Male	Female	Others	Total
Sanctioned				1504
Recruited	486	60	0	546
Yet to Recruit				958
On Contract	264	65	0	329

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	208	101	0	80	73	0	124	95	0	681
M.Phil.	0	0	0	3	0	0	15	6	0	24
PG	0	0	0	0	0	0	22	18	0	40

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	38	29	0	67
M.Phil.	0	0	0	0	0	0	38	17	0	55
PG	0	0	0	0	0	0	35	58	0	93

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	45	36	0	81
M.Phil.	0	0	0	0	0	0	38	17	0	55
PG	0	0	0	0	0	0	13	31	0	44

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	8	2	0	10
Adjunct Professor	4	1	0	5
Visiting Professor	57	69	0	126

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	University of Delhi	Aruna Asaf Ali Chair	Ministry of Culture
2	University of Delhi	Tatya Tope Chair	Ministry of Culture
3	University of Delhi	IPR Chair I	MHRD DIPP
4	University of Delhi	IPR Chair II	MHRD DIPP

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	74	49	0	1	124
	Female	77	38	0	0	115
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	727	688	0	24	1439
	Female	1138	674	0	42	1854
	Others	0	0	0	0	0
Diploma	Male	277	80	0	0	357
	Female	191	7	0	2	200
	Others	0	0	0	0	0
Certificate	Male	896	171	0	5	1072
	Female	338	35	0	4	377
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	271	244	0	3	518
	Female	371	215	0	2	588
	Others	0	0	0	0	0
UG	Male	4143	773	0	15	4931
	Female	1837	244	0	17	2098
	Others	0	0	0	0	0
PG	Male	3353	1753	0	99	5205
	Female	5149	1023	0	65	6237
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	0

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	13	41	0	0	54
Female	4	7	0	0	11
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	21-11-1987
Number of UGC Orientation Programmes	18
Number of UGC Refresher Course	36
Number of University's own Programmes	27
Total Number of Programmes Conducted (last five years)	81

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Adult Continuing Education And Extension	View Document
African Studies	View Document
Anthropology	View Document
Arabic	View Document
Biochemistry	View Document
Biophysics	View Document
Botany	View Document
Buddhist Studies	View Document
Business Economics	View Document
Business Management And Industrial Administration	View Document
Chemistry	View Document
Cluster Innovation Centre	View Document
Commerce	View Document
Computer Science	View Document
Dr B R Ambedkar Centre For Biomedical Research	View Document
East Asian Studies	View Document
Economics	View Document
Education	View Document
Electronic Science	View Document
English	View Document
Environmental Studies	View Document
Financial Studies	View Document
Genetics	View Document
Geography	View Document
Geology	View Document
Germanic And Romance Studies	View Document
Hindi	View Document

History	View Document
Home Science	View Document
Institute Of Informatics And Communication	View Document
Law	View Document
Library And Information Science	View Document
Linguistics	View Document
Mathematics	View Document
Medical Sciences	View Document
Microbiology	View Document
Modern Indian Languages And Literary Studies	View Document
Music	View Document
Operational Research	View Document
Other	View Document
Persian	View Document
Philosophy	View Document
Physical Education And Sports Sciences	View Document
Physics And Astrophysics	View Document
Plant Molecular Biology	View Document
Political Science	View Document
Psychology	View Document
Punjabi	View Document
Salvonic And Finno Ugrian Studies	View Document
Sanskrit	View Document
Social Work	View Document
Sociology	View Document
Statistics	View Document
Technology	View Document
Urdu	View Document
Zoology	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2016-17	2015-16	2014-15	2013-14	2012-13
209	209	209	208	208

Number of all programs offered by the institution during the last five years

Response : 209

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
25115	24402	24320	24059	22608

Number of outgoing / final year students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7749	7306	8089	7634	6295

Total number of outgoing / final year students

Response : 37051

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
8980	8403	8879	8424	8007

Number of revaluation applications year-wise during the last 5 years

2016-17	2015-16	2014-15	2013-14	2012-13
554	666	652	347	492

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3113	3113	3113	3174	3174

Number of courses offered by the institution across all programs during the last five years

Response : 3174

Number of full time teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1140	1147	1292	1299	1307

Number of full time teachers worked in the institution during the last 5 years

Response : 1307

Number of teachers recognized as guides during the last five years

Response : 681

Number of sanctioned posts year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1706	1706	1706	1706	1706

Total number of publications during the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response : 9103

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
276387	294368	217161	110609	117195

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5394	5544	5544	5551	5568

Total number of classrooms and seminar halls**Response : 568****Total number of computers in the campus for academic purpose****Response : 11500****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
16772	18055	19785	18064	10974

Annual lighting power requirement (in KWH)**Response : 10058****Annual power requirement of the institution (in KWH)****Response : 19607225**

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

The University of Delhi envisions the attainment of international distinction through excellence in teaching, research and social outreach. It endeavors to meet the new and emerging challenges of an ever changing society, economy and polity by nurturing engaged citizens, scholars and professionals of high caliber, who are willing and able to participate in developing and offering sustainable solutions to a broad range of issues. To actualize this vision, it has developed diverse and highly acclaimed academic programmes in all conceivable spheres of knowledge building. Imbued with dynamic, innovative and well-structured curricula, these incorporate the most contemporary knowledge, interdisciplinary learning and thrust on finding solutions to real life problems. There is clear focus on learning needs that are comprehensively reflected in programme outcomes, programme specific outcomes, and well integrated in course outcomes.

Periodic revision of syllabus and introduction of new courses enables the University to remain in sync with global and national trends and cover subjects of contemporaneous relevance. Some stellar initiatives include:

1. Cluster Innovation Centre offers courses with project-oriented and internship-driven curricula to encourage students to work on real life solutions/ applications with commercial viability. A complete innovation ecosystem with a Design Innovation Centre and Technology Business Incubator supports this endeavour.
2. Institute of Informatics and Communication offers state of the art training to students to design and develop technology frameworks and protocols, and support application of IT based systems across multiple business verticals like healthcare, agriculture and security.
3. The Faculties of Science and Inter-disciplinary and Applied Sciences offer programmes, renowned for their cutting-edge research, updated curricula, state-of-the-art facilities, strong inter-disciplinary teaching-learning and research exposure/training in Industry, R&D organizations and research laboratories.
4. Diverse courses in various departments are specially designed to cater to the local/national and global needs. A few examples are cited here for reference. Plant Biotechnology course at the Department of Genetics encourages students for developing new plant varieties. Human Genetics and Medical Genomics exposes them to the applications of genetics for effective diagnostics, disease prevention and development of novel therapeutics. A similar example is an Immunology course in Plant Molecular Biology Department.
5. MBA (Business Economics) was re-structured to include courses aligned with latest developments in

business and economy, and in interdisciplinary areas like Economics of Health and Education, and Economics of Climate Change. The MBA (Financial Management) curriculum is duly structured for global relevance, this being amply reflected in its accreditation by CFA Institute, USA.

6. The Commerce Department offers professional programmes to serve the needs of the society, incorporating latest research paradigms and interdisciplinary concepts through alumni and external experts. Academic programmes within Humanities and Social Sciences have strong focus on development; environment and sustainability; public policy and governance; citizenship, democracy; social exclusion/inclusion, human rights; and ethics.

7. A five-year integrated programme in Journalism and one-year Diploma in Cyber Security are the latest trendsetting initiatives which enable us to subscribe to the idea of University beyond classroom and a campus that is alive to critical social realities.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 53.59

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 112

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 41.48

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

2016-17	2015-16	2014-15	2013-14	2012-13
1441	1401	1300	1185	1175

File Description	Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 19.06	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 605	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 19.62	
1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.	
Response: 41	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The University of Delhi strongly believes in inculcation of human values, gender equality, professional ethics, promotion of environmental conservation and sustainable development among its students and research scholars. The curricula of many courses offered at the University attempt to address concerns and instill appreciation for issues relevant to these domains, both in the theoretical and pragmatic contexts.

Environmental Studies as a subject is taught in almost all departments and is also offered as a mandatory course in all undergraduate programmes. Diverse courses with innovative teaching-learning pedagogies have been introduced to familiarize students with environment and sustainable development related issues. For e.g. the B.Tech Information Technology and Mathematical Innovations programme has a course on *Environment Science & Ecosystem Management* and a course on *Environmental Economics* at the Department of Business Economics seeks to create basic capabilities in terms of exposure to basic concepts and importance of environmental concerns faced by developing economies.

The curriculum of MBA (FM) at the Department of Financial Studies includes a dedicated course on *Natural Resources and Environment Finance*. A glance at the courses of *Environmental Studies* reflects the diversity of courses covered in this area.

Gender is being taught as a subject across disciplines and many departments have gender related papers. In the same way, ethics is a part of almost every discipline and students are familiarized with ethical standards regulating the discipline early on in every course. Moreover, the University has a Women's Studies and Development Centre (WSDC) which runs exclusive certificate courses on gender along with several trainings and short term programmes.

All courses on languages and linguistics include in-depth study of several literary works that deal with gender, societal issues (including caste, class and race), human values, ethics, environmental issues as well as cultural aspects. Issues related to gender, cleanliness, empathy, human values, animal rights, voluntary simplicity, and professional ethics have been integrated into papers viz., *Buddhist Ethics*, *Socially Engaged Buddhism*, *History of Indian Buddhism* in Buddhist Studies. Papers in programmes like Psychology, Social Work and Sociology Departments address issues of gender, environment, values and ethics and help students to gain perspective on issues of plurality and diversity in society, cultural sensitivity in the context of human development and behavior and societal development. The Department of Education also provides a wide spectrum of courses related to Gender, Environment Sustainability, Human Values and Professional Ethics such as *Gender, School and Society*, *Gender and Education*, and *Women and Education*, which help students across courses to build perspective and understanding about gender at both micro and macro level. Law faculty also offers courses in Gender Justice & Feminist Jurisprudence; Humanitarian and Refugee Law; Advocacy, Ethics & Professional Accounting; Environmental Law etc.

In addition to the above, students are sensitized in the above issues through a series of extra-curricular activities including lecture series by eminent personalities and alumni, street plays and cultural events organized regularly by various Departments and Centres.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 299

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 299

File Description	Document
List of value added courses	View Document
Any additional information	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 5.48

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1673	1609	1089	832	1403

File Description	Document
List of students enrolled	View Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 14.95

1.3.4.1 Number of students undertaking field projects or internships

Response: 3755

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 16.34

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4817	4148	3711	3548	3506

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 17.92

2.1.2.1 Number of seats available year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
11328	11222	11380	11501	11414

File Description

Document

Demand Ratio (Average of Last five years)

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 79.62

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4425	4897	4172	4456	4020

File Description	Document
Average percentage of seats filled against seats reserved	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Various constituent Departments of the University have evolved their own dynamic mechanisms for student assessment and adoption of remedial measures to assist students facing constraints. The system of Continuous Internal Assessment through tests, seminars, assignments, classroom discussions, presentations and such other means allows teachers to monitor and assess the progress of students. This system also helps students to get a feedback on their progress mid-course so that they can work towards improvement. Based on their performance, students are advised and encouraged to attend Tutorial classes that are included in the teaching schedules. These tutorials provide an opportunity to both advanced and slow learners to meet faculty members for individual- or smaller group-based learning sessions. Such sessions facilitate adherence to high standards of teaching- learning, academic rigor and even skill enhancement with minimum or no dilution of the course content. Special classes are also organised by many departments to address specific needs advanced and slow learners. Weekly discussions, film screenings and visual demonstrations also feed into student learning outside the classroom. Certain departments also organize special programmes for the students on motivation, leadership training, confidence-building, mental health and life skills.

A number of Departments also follow a mentor-mentee process for providing personalized and regular support to students. Senior students or individual faculty members are assigned as mentors to students to help them to cope with their studies and even problems in their personal domain which impact their overall performance/well being. Departments also have designated student counselors among faculty members who interact with, and assist students in both professional and personal matters so that they do not lose focus and are able to improve their academic standards.

Students are encouraged to optimise their potential through special opportunities provided to them by way of scholarships, fellowships, awards and other recognitions. Platforms for enabling students to participate in diverse curricular and co-curricular forums like seminars, conferences, lectures, and other literary and cultural events are consistently organised. Students who demonstrate high standards of academic performance are encouraged to take up summer internships and dissertation projects in industry, renowned R&D laboratories, and other Universities to broaden the scope of their learning. The University scheme of funding Innovation Projects is a significant step in the direction of encouraging and providing the advanced learners a platform to showcase their creative experience under the guidance of a teacher-mentor. Workshops for advanced learners are also conducted by the Institute for Lifelong Learning (ILLL) on a regular basis.

Additionally, student participation in the annual cultural and academic festivals including 'Antardhvani' showcase the talents of the advanced learners in academic and co-curricular events like Science Plaza, International Plaza, and under the domain of "Good Practices" among others. In addition, exceptional talents in the domains of art, dance, theatre, music, and other performing arts are also nurtured and exhibited.

2.2.2 Student - Full time teacher ratio

Response: 22.03

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 1.84

2.2.3.1 Number of differently abled students on rolls

Response: 462

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

All Departments have adopted student centric teaching- learning pedagogies to adequately attain the learning aspirations of students. Classroom lectures are held in interactive mode, allowing students to engage in meaningful discussions, thereby converting a typical classroom into a space for knowledge enhancement. Students are encouraged to engage in self-motivated, problem-solving approaches to sensitize them towards practical utility of their knowledge.

Diverse participative teaching- learning practices include individual/ group-based seminars, presentations and discussions, quizzes, short projects and assignments, research-based projects, periodical seminars and internships. Emphasis on small group interactions through tutorials, projects/presentations and group based assignments optimise interactive content. Faculty members integrate case studies/good practices, role plays, and field/exposure visits as a part of teaching. Additionally, lectures by invited experts and industry professionals, workshops and National/International seminars on topical issues are routinely held to

augment students' knowledge and keep them aware about global academic and research advancement.

Faculty use ICT enabled classrooms with audio-visual systems and wi-fi facilities for student centric learning through power-point presentations, e-learning platforms, films and deployment of other innovative programme media. The website of the University has uploaded classroom teaching videos created by its Institute of Life Long Learning and students have free access to them. Libraries are well-stocked with latest textbooks and reference material, and students have easy access to journals and a plethora of e-resources.

In courses with strong experimental components, teaching-learning involves process-oriented, supervised integration of theory into practice, allowing students to enhance their professional competence by adopting innovative approaches for completing a task. In many courses, students derive opportunities to design investigative projects, thereby acquiring intensive training in conceptualizing projects, developing experimental designs, performing experiments, trouble shooting, interpreting results, writing project reports and presenting results in work seminars.

In several courses, emphasis is on field studies/fieldwork to enable students to apply theoretical knowledge to solve practical problems. In courses with high creative component, students articulate their views through posters, cartoons, photographs and multimedia presentations. In specialized courses like Law, students learn from experiences of legal luminaries and engage in mock trials, client counseling and simulation exercises for acquiring experiential learning. In CIC and IIC, students are encouraged to work on projects with high societal and industrial relevance by adopting novel, inter-disciplinary approaches. State of art museums in Anthropology and Geology; a well-equipped computer laboratory with circuit simulation and microwave design software at Electronic Science; advanced laboratory facilities for all science departments and language laboratories enable hands- on learning.

The 'Innovation Projects' Scheme successfully enables students to harness their innovative ideas creatively and purposefully. The 'Gyanodaya Express' was a unique experiment wherein batches of students travelled on a train fully equipped with a library, internet, laptops and other amenities. Besides, making participants conversant with social, cultural, economic and political realities, it also fostered team-based participation.

The Equal Opportunity Cell promptly responds to the learning needs of students with disabilities through the provision of educational technology and aids like laptops, appropriate software; and counselling /mentoring support.

File Description	Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 1140

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 22.03

2.3.3.1 Number of mentors

Response: 1140

File Description	Document
Year wise list of number of students, full time teachers and mentor/mentee ratio	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 72.51

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 59.61

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
765	753	754	727	666

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years**Response:** 13.24

2.4.3.1 Total experience of full-time teachers

Response: 15088.71

File Description**Document**

List of Teachers including their PAN, designation,dept and experience details

[View Document](#)**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 35.41

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
96	88	79	83	92

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 15.84

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
327	293	269	244	218

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 57

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 last five years

2016-17	2015-16	2014-15	2013-14	2012-13
61	56	53	49	66

File Description

List of programs and date of last semester and date of declaration of result

Document

[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 6.34

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
554	666	652	347	492

File Description

Number of complaints and total number of students appeared year wise

Document

[View Document](#)

Any additional information

[View Document](#)

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 47.05

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five

years

2016-17	2015-16	2014-15	2013-14	2012-13
263	334	291	169	218

File Description	Document
Year wise number of applications, students and revaluation cases	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

The examination section of the University is robust, responsive, fare and transparent. It is a multi-facet system with a wide range of activities geared to give quality assured and time-bound end to end service to students and stakeholders. The examination procedures at the University have undergone digitalization in past few years. The various steps taken by the exam branch in this direction include:

Examination Procedures

- Introduction of Unique Paper Codes (UPC) for colleges, courses and papers for easy identification and tracking.
- Uploading tentative examination datesheets on University website immediately after the commencement of new semester for timely feedback.
- Linking submission of examination forms at the time of admission/readmission in order to streamline the procedure.
- Creating precision in supply of question papers of theory examination to foster optimal utilisation of resources.
- Preparation of evaluation schedule and its uploading on University website for wider information as well as systematic and time-bound evaluation of answer scripts.
- Evaluation of answerscripts at dedicated evaluation centers within the time schedule.
- Provision of degrees online. The Degree certificates are printed on non-tearable paper with security features like rainbow printing, watermark, anti-copy feature, encrypted barcode etc., to prevent manipulations.
- From 2016, the University started conducting Entrance Examinations for P.G., M.Phil. and Ph.D. courses at six centres spread across the country.
- Processing of results for a large volume of students of the School of Open Learning and Non Collegiate Women's Education Board using result processing softwares to deliver timely results with least errors.

- Optimum utilization of the Human Resources and Infrastructure by training staff to perform multifaceted jobs related to examination.

Processes integrating IT

- Online portal for submission of examination forms, which brought transparency and accuracy in the result processing.
- Online submission of marks of theory, practical and internal assessment through a dedicated portal and thereby increasing accuracy.
- Generation of fully computerized results to increase accuracy.
- Web generated statement of marks to provide immediate access to students to their marksheets so that they can apply for revaluation/rechecking.
- Provision of online payment facility for services such as duplicate marksheets, attestation/verification of marksheets and degrees, transcripts for a hassle free, safe and secure fee payment.

.All of the above initiatives have led to a timely conduct of examination, time-bound system of evaluation and declaration of results.

File Description	Document
Link for Additional Information	View Document

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

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The University of Delhi is committed to being at the forefront of providing the best tertiary education and acting as a catalyst in shaping a bright and sustainable future for our nation and the world. The outcomes of all programmes of the University are reflected in the Graduate Attributes of the University.

These are a set of competencies, skills and abilities that the students develop, along with disciplinary and inter-disciplinary knowledge that they procure through their educational programmes. The graduate attributes can be classified under the following domains:

§ Intellectual Development

§ Personal Development

§ Professional, Social and Ethical Development

Intellectual Development comprises of the following components:

In depth Domain Knowledge- Understanding of how domain knowledge is created, advanced and renewed.

Interdisciplinary Perspective- Commitment to intellectual openness and developing understanding beyond subject domains.

Competence for Research and Innovation- Ability to initiate, design, conduct, report and supervise independent and original research leading for providing innovative solutions for societal impact.

Analytical Competence- Ability to identify and analyse problems.

Critical Thinking- Ability to evaluate and apply a systematic critical assessment.

Problem Solving Competence- Ability to solve complex issues and problems.

Decision Making- Ability to make sound judgment after considering all facets.

Information Technology Skills- Ability to use software and hardware of an information technology device including specialized software and devices.

Ability to Work Independently- Learn to manage work on their own and have solo competence as a decision maker.

Capacity for Creativity – Ability for originality and creativity

Personal Development comprises of the following components:

Inter-personal Skills- Cluster of personality traits used to communicate more effectively in professional and personal lives.

Communication Competence- Cultivating ability to communicate knowledge effectively.

Emotional Intelligence- Ability to understand and manage emotions for success at work and socially.

Team Work- Cultivate skills to work in teams and be a team leader.

Collaboration Skills- Ability to work collaboratively and enhance group initiatives.

Time Management- Ability to use time more effectively by planning work and activities well.

Leadership Skills- Demonstrate leadership within discipline and within workplace.

Lifelong Learning- Developing interest to continue to enlarge knowledge understanding and skills

Professional, Social and Ethical Development comprises of the following components:

Global Citizenship- Encouraging a capacity to thrive in a globalized society, economy and cultures and appreciate global perspectives.

Entrepreneurial skills- Develop skills like resilience, focus, managing people, self-reliance.

Job Skills- Develop soft skills that an employer looks for and as listed in Personal Development.

Appreciation of Diversity and Inclusion – Understanding and respecting diversity and encourage inclusion initiatives.

Cross Cultural Understanding- Develop the ability to respect diverse cultural perspectives and apply knowledge in culturally appropriate manner.

Demonstration of Integrity, Honesty, Responsibility and Ethical Behaviour- Understanding the need for ethical conduct, knowledge ethics and ethical standards

Commitment to Community, Society Engagement and National Development- Appreciate local, societal and national issues and contexts related to research and practice

Environmental Awareness- Understanding natural systems and the effect of humans on them

Programme Specific Outcomes and Course Outcomes are listed on the website.

File Description	Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The University has clearly stated learning outcomes for all its academic programmes. These expected learning outcomes are clearly spelled out in the prospectus/bulletins of the University and are also uploaded on the website. The syllabi of courses are designed based on desired learning outcomes. These outcomes are also reiterated in the orientation programmes and initial classes for the concerned course.

The Internal Assessment component enables students to consistently test their attainment of course outcomes and the broader programmes specific outcomes. It also enables them to overcome gaps in attainment and optimise the same over the academic session. Constant faculty feedback through formal and informal processes ensures a steady stream of valuable input in terms of student learning. These inputs are invaluable in terms of their contribution in the curriculum design and amendment exercise.

A continuous analysis of the learning outcomes of a course; its syllabi; its acceptability among the students; its contemporary relevance within the larger framework of the society and contribution to national development form important basis for setting course/programme outcomes.

The attainment of outcomes is generated through examination results, which are managed by well established integrated examination platform overseeing the pre-examination, examination and post examination process.

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 86.84

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 37073

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 42691	
File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 2.85	
File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 64.6

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	135.5	103	78.5	6

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 172

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
29	40	22	20	61

File Description	Document
List of teachers and their international fellowship details	View Document
Any additional information	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 5358

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1069	1143	1113	1050	983

File Description	Document
List of research fellows and their fellowship details	View Document
Any additional information	View Document

3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Any four facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	View Document
Any additional information	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 48.21

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 27

File Description	Document
List of departments and award details	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years(INR in Lakhs)

Response: 2016.01

3.2.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1289.66	125.98	115.39	95.28	389.7

File Description	Document
List of project and grant details	View Document
Any additional information	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years**Response:** 27008.8

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
2981	4588.5	6253.6	3538.8	9646.9

File Description**Document**

List of project and grant details

[View Document](#)

Any additional information

[View Document](#)**3.2.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year****Response:** 7.13

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 1864

File Description**Document**

List of research projects and funding details

[View Document](#)

Any additional information

[View Document](#)

Link for funding agency website

[View Document](#)**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****Response:**

Over the years, the University has sustained a culture of innovation in its academic and administrative endeavors. It has been consistently harnessing innovations to invigorate its teaching-learning processes and research initiatives. Many innovative practices are continually introduced with the aim of bringing new insights in knowledge and an innovative spirit among students and faculty members.

Electropreneur Park and Technology Business Incubator: Under the aegis of the Ministry of Electronics and Information Technology, the University signed an MoU with the Software Technology Park of India and India Electronics and Semiconductor Association to set -up an Electropreneur Park. This first of its kind Park was established at South Campus and was envisaged to support start-ups in electronic system design and manufacturing (ESDM). The main objectives of the Park are:

- Facilitation of a holistic eco-system for encouraging R&D, innovation, entrepreneurship in the ESDM sector in India;
- Creation of intellectual property for maximizing domestic value and diminishing external dependence in mass consumption electronics products;
- Provision of assistance during prototyping, development and commercialization of the products produced;
- Creation of employment at various levels; and
- Augmentation of long-term partnerships with strategic sectors.

The Technology Business Incubator was set up in collaboration with the Ministry of MSME at the Design Innovation Centre of the Cluster Innovation Centre of the University. It encourages Entrepreneurs/Incubatees to try out innovative ideas (processes and/or products) at the laboratory/workshop stage and beyond, and to carry forward the idea from its conception to know-how and to application stage. The main objective of TBI is to promote emerging technological and knowledge based innovative ventures that seek nurturing of ideas from professionals beyond the traditional activities of micro, small and medium enterprises.

The Cluster Innovation Centre (CIC): The University has set up the CIC with the objective of fostering an ecosystem of innovation and connecting research with application for the benefit of society. The CIC aims to support application-oriented research to solve real world problems by developing ideas into innovative applications. It focuses on developing viable, sustainable and affordable innovations that reach a large number of people.

IPR Cell and Patent Fund: The Intellectual Property Rights Cell became operational at the Research Council in 2014. This was created to facilitate patent filing and maintenance. The guidelines for patent filing and collaborative research have been formulated and a patent fund has been set up for the University teachers. A total of 188 patents have been filed so far.

Innovation Projects: This Scheme is a highly successful and unique scheme for promoting undergraduate research in colleges and inculcating a spirit of innovative and creative thinking among students. Conceptualized to bring inter-disciplinary research into the purview of young students and faculty, it was visualized as a means to encourage students and faculty to think 'out of the box', and look beyond curriculum restrictions to find solutions for real life challenges. Over 2000 teachers and around 8000 students have been involved in these projects.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 10

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	4	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 15

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	6	0	2	2

File Description	Document
List of innovation and award details	View Document
Any additional information	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 16

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
11	5	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
e- sanction order of the University for the start ups on campus	View Document
Any additional information	View Document

3.4 Research Publications and Awards**3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response: Yes**

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response: Yes**

File Description	Document
List of Awardees and Award details	View Document
Any additional information	View Document

3.4.3 Number of Patents published/awarded during the last five years**Response: 50**

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	7	11	13	12

File Description	Document
List of patents and year it was awarded	View Document
Any additional information	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 3.81

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 2593

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 5.83

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2193	1437	1404	1275	905

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 1.53

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

2016-17	2015-16	2014-15	2013-14	2012-13
525	365	374	345	280

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 8.81

3.4.7.1 Total number of citations received by publications in the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response: 43881

File Description	Document
BiblioMetrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 83

3.4.8.1 Number of citations received by individual research publications in the last 5 years

Response: 43881

3.4.8.2 Number of publications receiving proportionately maximum number of citation in the last five years

Response: 70

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the University	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual	
Response: Yes	
File Description	Document
Soft copy of the Consultancy Policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years				
Response: 105.61				
3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)				
2016-17	2015-16	2014-15	2013-14	2012-13
24.05	26.79	29.38	14.22	11.17
File Description	Document			
List of consultants and revenue generated by them	View Document			
Any additional information	View Document			

3.5.3 Revenue generated from corporate training by the institution during the last five years				
Response: 88.55				
3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)				
2016-17	2015-16	2014-15	2013-14	2012-13
46	36	2.40	1.86	2.29

File Description	Document
List of teacher consultants and revenue generated by them	View Document

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 last five years

Response:

The University of Delhi has a very strong presence in extension activities that go beyond the curriculum and attempt to solve practical problems / social issues in the neighborhood communities. Most of these initiatives are taken at the level of various Departments and their constituent Centres or students' societies.

In several Departments and Centres like Cluster Innovation Centre, Department of Social Work, Law Centres, Department of Environmental Studies, Department of Adult Education etc., the academic curriculum has strong components oriented towards working with diverse, vulnerable and marginalised constituencies; finding innovative solutions to practical problems and responding to real life issues of individuals and communities. The range of engagements is vast and vary from redressal of grievances of hearing-impaired women by the police; identification of potential solutions for the problems of insanitation in Azadpur Vegetable Mandi and resolution of water crisis at the Kusumpur Pahari slum, to spreading awareness on difficulties faced by visually-impaired women in daily lives or facilitating diagnostic, treatment and referral services to emotionally disturbed and socially deprived children, adolescents and their families. In the Legal Services Clinic of Law Faculty, students work with panel lawyers in providing free legal assistance to poor clients.

Many departments like Adult Education and faculties like Faculty of Management Studies routinely conduct fund/item collection drives through innovative means to provide support to needy and marginalised groups. Several units also conduct tree-plantation/greening initiatives, blood donation campaigns, and cleanliness drives. The University also funds Innovation Projects in various colleges that are targeted towards finding solutions to various problems. Students and teachers have addressed several societally critical issues and find novel and realistic solutions for them. Initiatives to address traffic/parking problems; developing low-cost, robust, portable water purifier; developing public transport in villages; enhancing income generation skills of rural population and real time monitoring of malnutrition using mobile computing were evolved. The University also runs an elementary school and a high school in the North Campus which follow a student centric, process based approach to teaching and learning in their quest to provide holistic quality education.

In accordance with the recommendations made by the MHRD in 2015, the University set up a Community Development Cell. It also initiated work under the Unnat Bharat Abhiyan. The Cell functions in five villages and is facilitated by the Department of Social Work. Other departments and units also collaborate in the programmes under the aegis of these two initiatives. The faculty and students participate in need based, participatory initiatives with communities, and these range from infrastructure development, health, sanitation, education, women's empowerment and enabling access of the marginalised to entitlements provided under diverse schemes. This participation sensitises the students and staff towards the issues and

challenges faced by the vulnerable sections; enables them to develop an empathetic understanding of the same and facilitate their initiation in civic engagement.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 108

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

2016-17	2015-16	2014-15	2013-14	2012-13
33	22	20	11	22

File Description	Document
Number of awards for extension activities in last 5 years	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 179

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
58	39	28	31	23

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 20.13

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6043	4854	6639	3575	3287

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 67.4

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
98	70	54	64	51

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Any additional information	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 1080

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
146	281	171	308	174

File Description	Document
Details of linkages with institutions/industries for internship	View Document
Any additional information	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 87

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
16	20	5	12	34

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document
Any additional information	View Document

NVAAC

Criterion 4 - 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

Response:

The University prepares plans for the enhancement of its physical infrastructure based on its requirements in terms of increase in the number of students; number of faculty members; number of programmes/courses; opening up of new centres of learning; expansion of research laboratories for augmenting R & D activities in the University; and such other requirements. The University also makes space for meeting the crucial requirements of its constituents by way of construction of new hostels and residential facilities for the students, teachers and staff of the University.

All Departments of the University are well equipped with sufficient number of classrooms and laboratories as per statutory guidelines. Audio-visual systems with LCD projectors are available in classrooms in addition to conventional methods of teaching. Most classrooms in the campus are air-conditioned. Many Departments are also equipped with smart classrooms. The entire campus is Wi-Fi enabled and allows teachers and students to access the Internet for a dynamic teaching-learning process, for projection of videos and other online resources viz., live databases and online journals. Most Departments have in-house, subject-specific libraries with specialized books, periodicals and other resources for use by students. In addition, the University has excellent centralized library resources (Central Reference Library and Central Science Library). All Departments have a dedicated computer lab/facility for use by students.

In Departments offering Science programs, teaching and research laboratories are regularly upgraded and are well equipped with the necessary instrumentation and consumables to allow individual-centric, performance-based learning, involving experimentation by students rather than a demonstration-based teaching-learning process. In addition, science departments have a well-structured Central Instrumentation facility, which is effectively used to provide students with exposure to high-end instrumentation. Most Departments have Seminar halls that are used for invited lectures by eminent scholars in the respective fields which target a larger audience. The University has a refurbished Conference Centre that can be used by any Department/Faculty/College for organizing lectures, conferences and workshops. The University provides additional funds on request to different Departments for up-gradation and maintenance of teaching facilities.

The Estate Section of the University allocates space for new infrastructure that is proposed. Based on available data/information, the requirements of various stakeholders are prioritized, and this determines the allocation of space. The University has endeavored to optimise the utilisation of available space based on a periodical assessment of the operational requirements. This has enabled the University to acquire a well planned, spacious and optimally functional infrastructure for its educational programmes.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Sports:

The University of Delhi lays immense stress on the holistic development of its students and staff. For this, it has invested in the creation of excellent sports facilities and extensive infrastructure for holding cultural events and other co-curricular activities. The success of the University initiatives is reflected in the achievements of students in multiple sports activities, which are mainly promoted through the Delhi University Sports Council (DUSC). The Director of Physical Education is the Executive Head and the Chairman plays supervisory role in the functioning of the DUSC. The main purpose is to initiate, execute, coordinate, and supervise physical education, sports activities and programmes that enhance general/specific interest in sports. Besides, it also strives to improve the standard of competitive sports. The activities of the DUSC are conducted throughout the year. Notable sports facilities at the University include:

Rugby Stadium: This is a lush green arena of 120 mtrs. X 80 mtrs which is used for Football, Baseball, Softball, Handball, Kabaddi, Ball Badminton, and Hockey.

Multipurpose Hall: This is a wooden and carpet arena on first/ ground floor for Badminton, Netball, Boxing, Handball, Volleyball, Yoga, Basketball, Table Tennis, Judo, Taekwondo and Chess. The services of gymnasium are utilized for the students and teaching and non teaching employees along with families.

Polo Ground: There is a Synthetic Track in the Polo ground which is used for Track and Field events. The playfield is also used for Football, Badminton, Baseball, Handball, Hockey, Kabaddi, and Softball.

The facilities in all the above mentioned venues are extended to all the colleges and departments for the preparation of their respective sports teams and for conduct of sports championships.

Cultural Activities

The Culture Council has been playing a very active role in promoting many initiatives for the creation of a cultural ethos within the University institutions. There are several centralized facilities for organization of cultural activities which include Conference Centre, Convention Hall, Sir Shankar Lal Concert Hall, S.P. Jain Auditorium (at South Campus), etc. Several world-renowned musicians have given concerts under the aegis of the SPICMACAY society in the University auditoria. The Council has played an active role in organizing Antardhvani, the academic and cultural event which provided opportunity to students showcase their talents and enabled foreign students to share their culture at the International Plaza. The Light and Sound Show of the University is a remarkable initiative which depicts the rich history of the University in a multi-hued and spectacular manner. The Gandhi Bhawan regularly organises programmes such as Yoga

classes, Gita discourses, Gandhi Study Circles, Gandhi Reading Sessions, Charkha Spinning, Certificate Courses etc. Besides the above, a rich variety of cultural events and annual cultural festivals are organised on an ongoing basis by the colleges and departments of the University

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 94.54

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 537

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 3.73

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
380.13	450	588.8	435.67	931.01

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

All the libraries under Delhi University Library System (DULS) have automated their housekeeping operations since 2000 using different versions of Integrated Library Management Software (ILMS) named TROODON. Presently the version 4.0 is in use. The house keeping operations include acquisitions, circulations, serial control, Web OPAC and maintenance. The complete process of acquiring books and its technical processing is completed using the designated module of the software.

The software supports all the activities of circulation section including issue – return, book reservations, reminders and recall of books, and overdue charges. The software is equally useful in management of serials control of current issues of Print Journals as well as back sets of journals. It supports processing of subscription, reminders for non-receipts of journal issues and binding of journal volumes. The Web OPAC facilitates searching of complete DULS collection with results providing location of a book in a particular library.

The ILMS provides a distributed system of Input for bibliographic details of the books and other documentary materials like periodicals consisting current issues and bound volumes, thesis and dissertations. It is Unicode supported and thus facilitates bibliographic entries in many Indic languages like Hindi, Urdu, Punjabi, Bengali etc.

The ILMS is operational in various library sections and services and is very helpful in meeting the end user's academic information needs. As a single entity, it supports the multidisciplinary approach to information and is highly used by end users to locate books from their respective libraries as well as all the libraries under DULS.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The University enjoys a rich archive of rare books and manuscripts. There are as many as 279 rare books and 702 manuscripts in the University record those are properly catagoued with Accession number and maintained in the University Library. A detail account of rare books and manuscripts is provided in attachment. The collection of rare books and manuscripts in the University is a precious archive for its readers. Rare books as old as of 1800 and manuscript as old as 1038H are well preserved in the University Library.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 1025.76

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
739.7	705.36	1281.25	1314.76	1087.72

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 23.41

4.2.6.1 Number of teachers and students using library per day over last one year

Response: 6147

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.2.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 4 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document
Give links or upload document of e-content developed	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The Delhi University Computer Centre (DUCC) has undertaken many initiatives to strengthen the ICT infrastructure at the University. It designs and maintains one of the biggest networks of India comprising of more than 20,000 wired nodes, more than 10000 Wi-Fi accounts on campus, more than 80 servers running different applications like websites, DNS, proxy, email, Applications, Webcast, LDAP, license servers, co-location servers of various departments, and more than 500 Network devices. The DUCC is also actively engaging with content management of the University website, technical support and regular updates on the University Facebook page, web hosting services for Departments/Centres/Colleges, and web hosting services for faculty members.

Dedicated computing facilities include two data centres in North and South Campus, and a couple of clusters located in Physics and Genetics departments. The network setup at the University currently comprises of 10 Gbps at North Campus and 1 Gbps at South Campus fibre-based network connections (expandable as need grows), to connect to National Knowledge Network (NKN) and internet. There are around 14 on-campus colleges, which are directly connected to the campuses by fibre and are able to connect to NKN and internet. The off-campus colleges are connected to campuses using 100 Mbps links, which then connect them to the NKN and internet. There is a 1000 Mbps link connecting the North and South Campus with unlimited bandwidth to departments. College VPN connectivity is given by Railtel Network, a mini ratna entity of Government of India. Every college of the University has its own local LAN, which is, in turn, connected to the LANs of North and South campuses via VPN. The entire University along with its colleges and departments behaves like a huge private LAN based network.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.3.2 Student - Computer ratio

Response: 2.18	
File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)	
?1 GBPS	
500 MBPS - 1 GBPS	
50 MBPS-250 MBPS	
250 MBPS-500 MBPS	
Response: ?1 GBPS	
File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)	
Response: Yes	
File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years				
Response: 83.47				
4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)				
2016-17	2015-16	2014-15	2013-14	2012-13
13313.61	13172.48	15298.85	17183.17	10159.14

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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.

Response:

The maintenance of all the properties of the University, including classrooms and laboratories, is done by the Engineering Office and the Garden Committee. There is a separate Engineering Office headed by the University Engineer. The work of Engineering Office is to look after the repair and maintenance of the University buildings on the basis of allocation of maintenance funds. Maintenance of buildings is done by the Engineering Office of the University in coordination with the Estate section. The Estate Section maintains the records pertaining to the properties of the University. It processes the allocation of space in the University campus including allotment of University accommodation.

The maintenance of equipment/instruments is undertaken by Director, University Science Instrumentation Centre for the equipment placed at the central facility. For department specific equipment, maintenance/repair is undertaken by the concerned head of the department as per the laid down procedure of General Financial Rules (GFR) as is applicable in the University from time to time. For the purpose of maintenance of equipment, this is done through the Annual Maintenance Contract (AMC) or similar other processes. Customs duty exemption certificate is issued for any equipment imported by the University.

The green initiatives of the University and maintenance of the gardens, parks and lawns of the University is done by the Garden Committee. Departments have caretakers to assist the Head in the upkeep and maintenance of the buildings and the infrastructure. The routine daily cleanliness of central offices, departments, hostels and other facilities is done through contract staff with agencies like Sulabh International.

The Delhi University Library System consists of multiple libraries and reaches out to the wider academic community. It has advanced its web activity with subscription to many high quality electronic databases made available to faculty, students and research scholars. The Delhi University Computer Centre (DUCC) oversees the design and maintenance of the ICT infrastructure at the University. It designs and maintains one of the biggest University networks of India comprising of more than 20,000 wired nodes, more than 10000 Wi-Fi accounts on campus, more than 80 servers running different applications like websites, DNS, proxy, email, Applications, Webcast, LDAP, license servers, co-location servers of various departments, and more than 500 Network devices.

The Delhi University Sports Council provides and maintains with the help of Engineering Department and Garden Committee modern sports and gymnasium facilities to all students, teaching, non-teaching staff and their families at nominal subscription. A central facility housed at the stadium complex has a well-

maintained gymnasium with modern equipments, table tennis and badminton courts and yoga and aerobics.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 9.89

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1259	1793	1685	1204	5687

File Description

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Document

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.38

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
79	69	85	118	102

File Description

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

Document

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and Meditation
- 8. Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 1.58

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1194	183	188	193	188

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students

Response:

Role of Foreign Students' Registry: The admission of foreign students is routed via the Foreign Students Registry (FSR) office, which is the single window for all the foreign nationals who wish to take admission in the University in different UG/PG/M.Phil./Ph.D./Certificate/Diploma courses. The FSR is responsible for providing information to international students seeking admission in various courses offered by the University. The information is also available online at the website www.fsr.du.ac.in through which self-funded students can apply online.

Inter-linkages with ICCR and MoEA: The Indian Council of Cultural Relations (ICCR) forwards the applications of the students funded by Government of India for admissions to University of Delhi. The office of the FSR maintains a close linkage with the ICCR and facilitates selected candidates in seeking admission to the University. Also, the required information is sent to the Ministry of External Affairs (MoEA) and the specific embassies/ high commissions, so that the potential candidates located in different parts of the world can be informed in time. At all the levels the criteria for admission to the University as per the admission guidelines is strictly followed. Additionally, a valid student visa/research visa is a pre-requisite for admission.

Facilitating Foreign Students

Disseminating information: There are provisions to disseminate information expeditiously of the specific queries by the foreign students by the office of FSR. The FSR also facilitates the English Language Proficiency course; Language certification, and also assists in dealing with Equivalence issues and admission to part-time courses under special circumstances; Participation in cultural programmes; and in the organisation of Orientation programmes.

Encouraging Participation in Social and Cultural Life: The foreign students are provided a platform to participate in the social and cultural life of the University. An orientation programme for the newly admitted foreign students, 'Confluence' is organised every year by the FSR office. It aims at introducing overseas students to the University, its cultural milieu, educational programmes and the examination system.

File Description	Document
Link for Additional Information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 9.04

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
705	808	705	634	504

File Description

Document

Details of student placement during the last five years

[View Document](#)

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 12.41

5.2.2.1 Number of outgoing students progressing to higher education

Response: 962

File Description

Document

Details of student progression to higher education

[View Document](#)

Any additional information

[View Document](#)

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 54.39

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
561	569	597	618	584

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1026	1130	989	1158	1098

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 925

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
326	155	214	158	72

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The University has an active Students' Union known as the Delhi University Students' Union (DUSU)

and its perspectives and suggestions are duly considered at appropriate forums. There is a provision of annual election to elect the President, Vice-President, Secretary and Joint Secretary of DUSU, which is conducted by the University in September every year. DUSU represents the students of the University and its colleges. It highlights various student-related issues like admission, examinations, welfare of students, and other contemporary issues which concern the students of the University. The Council takes up these matters with the appropriate University authorities like the Proctor, Dean (Students' Welfare) etc. The DUSU has a Constitution which clearly defines the mandate of DUSU along with its funding.

Students of the University contribute to DUSU funds by way of payment of Rs.20/- as annual subscription to the DUSU fund which is taken along with the fee collected at the time of admission by the respective colleges/departments.

Students are also made a part of the consultative processes through their representation on various bodies. The University has specific provision in its statutes to facilitate the participation of students in the Statutory Bodies of the University. As per the provision of Statute 7(1) (xiii) of the University, the Academic Council has students' representation which is as follows:

- Five students of the University of whom one is a Research student,
- two Post-graduate and
- two Undergraduate students

Qualifications of eligibility are laid down in Appendices 'C' and 'X' to these Statutes.

Besides, the representatives of DUSU are informally consulted about various student centric issues to obtain their feedback as and when required.

Many committees like the Committee of Courses at the department level also have student representatives. Committees like those which have been constituted for prevention of sexual harassment and ragging, and those which are created to promote gender sensitisation also comprise of student representatives. In recent years, many office bearers of the Delhi University Students Union are women. This is indicative of the gender sensitive and gender equal ethos that the University has been able to establish.

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 86.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
92	89	87	84	79

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

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 non financial means during the last five years

Response:

The University has a very large and illustrious alumni base and the Delhi University Alumni Association (DUAA) is the representative body of the alumni spread all across the globe. The statutory DUAA membership continues to grow and about 160 alumni are actively engaged in University governance through statutory bodies such as the University Court, Executive Council, Academic Council, Finance Committee etc. Over 34 percent of the University Court membership is comprised of alumni, while over 50 alumni serve on governing bodies of several University affiliated/constituent colleges.

There is an Advisor/Dean for Alumni Affairs who coordinates the activities related to the alumni. Recently, a unique Alumni Authors Library has been established at the University with books donated and autographed by eminent alumni like Dr. Karan Singh, Shri Gopal Krishna Gandhi, Shri Navin B Chawla, Dr. SY Quraishi, Shri Vinod Rai, Shri Amitabh Bachchan, Dr. Shashi Tharoor, Dr. K Natwar Singh, Dr. N K Singh, Ms. Kishwar Ahluwalia Desai, Shri Nirmal Verma, Dr. Ramachandra Guha and Ms. Anuja B Chauhan, among others. It also has select published compilation/s of landmark court judgments pronounced across the decades by world eminent alumni jurists. The University has set up an Alumni Database which is continuously updated based on information gleaned from multiple sources. The link to Alumni database is – alumni.du.ac.in. In addition, colleges and Departments also maintain a database of their alumni. The University has launched Percipience: Eminent Alumni Lecture Series to strengthen the continuing bond between the University and its huge universally diaspora alumni. This lecture series aims at enlarging and enriching the University's meaningful relationship with the alumni. Other engagement with the alumni include socio-cultural evenings, and Sound-and-Light Pageant at the Viceregal Lodge. High Achievers Alumni Seminars and University Lectures also show high participation of alumni from across batches. A website dedicated to Alumni Affairs has been created and is under dynamic expansion.

The statutes of the University have provisions which entail that the University alumni have constructive roles in the governance structure. Eminent alumni such as CEOs of companies, Supreme Court and High Court judges, Delhi's LG, top bureaucrats, Cabinet Ministers and litterateurs have been invited to several DU/colleges programmes/events. The alumni have also been involved in the University Research and

Innovation Projects. They have served as mentors and have also delivered guest lectures. Besides, they help their alma mater by supporting and facilitating the placements/internships of students.

A number of our alumni have carved a name of their own in the world of music, dance, theatre and films. Apart from renowned musicians and dancers, many actors in the film industry are also alumni of the University.

File Description	Document
Any additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs) ? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: ? 100 Lakhs

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 75

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
27	19	09	10	10

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

The University of Delhi has consistently upheld its tradition of achieving excellence in higher education and enjoys the status of being amongst the best in India. The institutional leadership and the well-established systems of governance and management constitute the inherent strengths in the University system, and these have enabled it to demonstrate high academic standards; deliver quality researches of international standard in niche areas, strengthen facilities/infrastructure and consolidate professional networks to emerge as a leader in the country.

The leadership at the University and within the constituent units ensures the development of the management system, its implementation and continuous improvement; apart from creating systems for identifying the dynamic organizational needs and for fulfilling them. Due emphasis is placed on an ongoing interaction with the stakeholders and the reinforcement of an overall culture of excellence.

In keeping with the vision and mission of the University, the following steps in governance are reflective of an effective leadership:

1. System Development, Implementation and Continuous Improvement

Since its inception, the University has been led by visionaries who strove to envision, create, implement and sustain an effective management system; responsive to the needs of its diverse stakeholders. The leadership has been innovative in spearheading initiatives which have led the University to maintain its culture of excellence in knowledge creation, assimilation and integration.

2. Interaction with Stakeholders

As far as interaction with the stakeholders is concerned, there is a systematic process available at different levels with **Academic Council, Executive Council and the University Court** at the top. Each level finds representation from diverse stakeholders, both from within and outside. These include: representatives from students and research scholars, teachers from colleges, faculty members from departments and faculties, experts, representatives from the industry, corporate sector and civil society. All important academic and administrative issues are minutely discussed at the relevant level(s) before arriving at final decision/s.

3. Reinforcing a Culture of Excellence

All functionaries who hold leadership positions within the University are responsible and accountable for ensuring that the University not only maintains its high standards, but also reinforces an overall culture of excellence in teaching-learning, research and social outreach programmes.

Besides the Vice Chancellor and the Pro-Vice Chancellor, positions such as Director, South Campus, Dean

of Colleges, Proctor, and a series other positions exist, and persons occupying these positions work in a coordinated manner to lead the University to move forward from strength to strength.

4. Organizational needs

The leadership of the University is sensitive to the new and emerging needs of its constituent parts, and recognizes the imperativeness of the system to expand, diversify, reform, innovate and evolve with changing contexts. It plays an active role in energizing the existing management system through systematic reforms in administrative practices and procedures. Experience shows that these have gone a long way in furthering the pursuit of academic excellence, as well as adding new zeal to the administrative superstructure.

6.1.2 The institution practices decentralization and participative management

Response:

The University functions in a well-structured manner to ensure participative management at all levels of decision making.

The Delhi University Act 1922 designates the following as the “Authorities” of the University.

- The Court
- The Executive Council
- The Academic Council
- The Finance Committee
- The Faculties.

The composition of all these apex bodies having members from the various segments as stakeholders clearly indicates the decentralized and participative nature of management being enshrined in the very Acts and Statutes of the University.

Admission and Examination Process

Admitting students and conducting their assessment are the two major functional responsibilities of the University. Policy formulation for admission to various programmes is undertaken through an Admission Committee representing all major streams in which education is imparted by the constituent units.

Examinations are conducted with the help of its constituent unit. Starting from the setting of examination papers, to the conduct of the examination, evaluation of answer scripts and declaration of results, the process is undertaken in a structured and decentralized manner.

Academic Administration

Academic decisions pertaining to introduction, structuring, revision and reformulation of courses and syllabi are taken through respective Standing Committees after obtaining inputs from concerned faculties and departments. The composition of these standing committees reflects the participative nature of

management.

Besides, at the faculty and department levels, there are bodies like Board of Research Studies, Departmental Research Committee, Committee of Courses, etc., which function in a coordinated manner to take decisions with respect to academic and research-related issues.

Office Administration

With respect to recruitment and promotions, committees are duly constituted to represent various stakeholders.

Procurement related issues are undertaken through committees consisting of end users to ensure that the products purchased and services hired are not only compliant with the relevant rules and procedures, but are also in line with the requirements of end users.

Financial Administration

The budget and estimates preparation is also done after obtaining inputs from all concerned end users so as to incorporate their requirements. There is a clear cut delegation of financial powers approved by the Executive Council of the University. The University has adopted General Financial Rules notified by the Government of India from time to time for regulation of its financial transactions. Every officer incurring or authorising expenditure acts as per powers delegated to him/her to ensure that the expenditure proposed is justified and all relevant financial rules and regulations are observed.

Infrastructure Administration

The Engineering Branch works in coordination with Estate Office and Building Committee, having members from Finance, Administration and Engineering Branches, so as to ensure decision making through participative management.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The University frames its future plan keeping its vision and mission as the basis of the perspective plan. While deciding its future initiatives, the University ensures that it touches all facets of development including teaching/learning, research and development, community engagement, human resource planning/development, infrastructure etc.

In the past few years, the University has achieved several feats which include several digital initiatives like

the following:

Campus Connectivity

- Wi-Fi enabled campus and colleges
- NKN connectivity
- Robust ICT network spanning over campus and colleges.

Digital Administrative Processes

- Online Admission
- Online Fee Collection
- Online Advanced Degrees/Duplicate Degree/Attestation of Degree/Special Certificate
- Online Student Grievance Redressal System
- E- Procurement
- Online System for House Allotment
- Online System for Medical Bill Reimbursement
- Online Proforma for Faculty Appointments & Screening

Digital Research Initiatives

- DU e-Journals
- University Research Grants
- Research Profiles of Faculty Members
- Ph.D. Evaluation and Viva Voce

Digital Teaching Initiatives

- Technology Enabled Classrooms, Online Learning Platforms
- Use of virtual classroom software, web-casting and video-conferencing
- Online teaching and learning resources through MOOCs
- Subscription to e-journals and resources

Digital Initiatives of the Library System

- Automated Library System
- e-ShodhSindhu
- J-Gate@e-Shodh Sindhu
- Accessible resources for Visually Impaired
- Internet Access Facility
- Digital Collection of Ph.D. theses
- Electronic Databases

Several other worth mentioning initiatives started by the University in recent times include:

- **Delhi School of Journalism**

The University of Delhi has established the Delhi School of Journalism (DSJ), keeping in view the

contemporary and evolving needs of society. This initiative will help nurture a new generation of well-trained media professionals, communication experts and journalists. These graduates will have requisite skills to meet both the local and global challenges in the fields of journalism, mass communication and public relations.

- **Institute of Cyber Security and Law**

The Institute is aimed at providing for the niche requirements of cyber security professionals, trained legal professionals having domain knowledge of cyber laws and academic leadership in the field of cyber security and law.

- **Delhi School of Transnational Affairs**

The School is aimed at serving as a discursive platform and a springboard of novel ideas to promote excellence in transnational, comparative, and interdisciplinary research. The School is envisaged as the University's academic window to the world in which ideas and studies are shared and carried out by and among various stakeholders of the academic community of the University along with scholars and practitioners from across the globe.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The leadership at the University and within the constituent units ensures the development of a robust management system, its implementation and continuous improvement; apart from creating systems for identifying the dynamic organizational needs and for fulfilling them. The organizational structure is as follows:

- **The Vice Chancellor** is the Principal Executive and the Academic Officer of the University. He/She is the Ex-Officio Chairman of the Executive Council, the Academic Council and the Finance Committee. The Statute-11-G categorically brings out the powers of the Vice Chancellor.
- **The Pro-Vice Chancellor (Statute-11-H), the Dean of Colleges (Statute-11-M), the Director (South Campus, University of Delhi) (Statute-11-N), the Director (Campus of Open Learning) (Statute-11-O), the Proctor (Statute-12-B)** are the other important Officers of the University, who are appointed by the Executive Council on the recommendation of the Vice Chancellor.
- **The Treasurer** (Statute-11-J) of the University is elected by the Court from among a panel of three

persons nominated by the Executive Council. The Treasurer exercises general supervision over the funds of the University and advises it with regard to its financial policy.

- **The Registrar and the Librarian** are full-time officers of the University. He/she is the Ex-Officio Secretary of the Court, the Executive Council,
- The **Deans of the Faculties**, the Heads of the Departments and various other Deans perform their duties under the control and supervision of the Vice Chancellor.
- **The Finance Officer** looks after the financial matters of the University under the control and supervision of the Treasurer.
- The above positions are assisted by the Officers on Special Duty (OSDs), Joint Registrars, Deputy Registrars, Assistant Registrars and Administrative Officers, wherever required, depending upon the operational requirements and administrative convenience of the University.
- Other than these, there are Directors, who head various Centres of the University.
- Hostels of the university are managed by the Hostel Managing Committees, where there are Provosts followed by Wardens and Resident Tutors to help run the hostels effectively and taking care of the needs of the students.
- At the ground level, there are sections, which are repository of all information and perform such duties as specifically assigned to it. A section is headed by a Section Officer and is assisted by the Senior Assistants, Assistants, Junior Assistant-cum-Typist, Office Attendants/Multi-Tasking Staff (MTS) etc.
- The University Engineer looks after the Engineering Office. The Executive Engineers, Assistant Engineers and other supporting staff assist the University Engineer in the discharge of his/her duties.
- The office of Dean Student Welfare and the office of Proctor address issues related to students.
- The University also has an office of Foreign Students Registry and an International Relations office to assist foreign students for their admission and related issues.

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts

4.Student Admission and Support**5.Examination****All 5 of the above****Any 4 of the above****Any 3 of the above****Any 2 of the above****Response:** All 5 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions**Response:**

The minutes of the meetings of several bodies of the University and implementation of their resolutions is available on the University website at

<http://www.du.ac.in/du/index.php?page=statutory-bodies>

The working procedures of various bodies is as follows:

THE COURT

University Court exists under Statute 2 of the Statutes of the University. It consist 10 numbers of ex-officio members, all former Vice-Chancellors, Head of the Departments, Principal of Colleges, Five Professors from the Faculty of Medical Science. As per Section 18 of the Delhi University Act, the Court is the Supreme authority of the University. An annual meeting of the Court is held on a date to be fixed by the Executive Council. A report of the working of the University during the previous year, together with a statement of the receipts and expenditure, the balance sheet, as audited, and the financial estimates are presented to the Court at its annual meeting.

EXECUTIVE COUNCIL

As per Section 17 and Statute 5 of the University there are 22 members in the Executive Council (EC). It consists 7 nos of University Officials, 03 nos of Deans, 03 nos of Principals, 4 nos from Court, 2 elected

members, 2 Visitor's nominee and 1 Chancellor's nominee. The management and administration of revenue and property of the University and conduct of administrative affairs of the University lie with the EC.

ACADEMIC COUNCIL

Academic Council (AC) exists under Statute 7(1) of the Statutes of the University. It consists of seven ex-officio members, Heads of the Departments, Eight numbers of Professors, Fifteen Principals of Colleges, Dean of Students' Welfare, Twenty Six persons elected from amongst the Teachers of the University and the Library Staff, Five students of the University. AC, as per Statute 8 of the University, reports on any matter referred to or delegated to it by the Court or the Executive Council and makes recommendations to the Executive Council with regard to teaching positions, classification of posts, organization of schemes of faculties and suggests steps for promotion of research in the University. It also looks after Student Stipends, Scholarships, Medals and Prizes and makes other awards in accordance with the Ordinances and other additional conditions as may be attached to the awards. Textbooks and Syllabus get published after due approval from Academic Council.

FINANCE COMMITTEE

Finance Committee exists under Statute 10-A (1) of the University. It consists of Vice-Chancellor, Pro-Vice Chancellor, two persons nominated by the Visitor, two persons elected by University Court and Treasurer. The annual accounts and the financial estimates of the University prepared by the Treasurer are laid before the Finance Committee for consideration and thereafter submitted to the Executive Council for approval. The Finance Committee fixes limits for the total recurring expenditure and the total non-recurring expenditure for the year, based on the income and resources of the University (which in the case of productive works, may include the proceeds of loans). No expenditure is incurred by the University in excess of the limits so fixed.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The following are major welfare schemes available for teaching and non-teaching staff of the University:

- House Building Advance
- Conveyance Advance
- Group Insurance Scheme
- Accommodation

Besides, it extends the following services/amenities to its staff:

- **Medical benefits:** The University provides medical facilities for its students, teaching and non-teaching staff through the World University Services (WUS). These include the WUS Health Centre (Main Campus) and three more Health Centres, namely WUS Health Centre (South Campus), WUS Health Centre (West) and WUS Health Centre (East). The WUS ensures the provision of primary healthcare under one roof and in a comprehensive manner to all its employees and students. Besides, the University also has a list of hospitals empanelled under the direct payment facility, as also hospitals and diagnostic centres empanelled under reimbursement facility.
- **The Delhi University Cooperative Store** is run by the University on no-profit no-loss basis for the general public. It sells all the items of everyday use. All non-teaching staff are members of the store. An yearly election of functionaries of the store is held.
- **The Delhi University Sports Council** provides modern sports and gymnasium facilities to all teaching, non-teaching staff and their families as well as to students at nominal subscription rates. A central facility housed at the stadium complex has a gymnasium with modern equipments, table tennis and badminton courts and yoga and aerobics.
- **The Non-Teaching Employees Welfare Fund** of the University is for the welfare of the University and colleges employees. The scheme is available on voluntary basis. The benefits under this rule are also available to the widows and the dependents of the Non-Teaching Staff who are subscribing to the Fund.
- **Thrift and Credit Society** of the University disburses loans upto Rs. 2.5 lakh besides granting emergency loan of Rs.10,000/- to its members. The Society was registered with Registrar, Co-Operative Society New Delhi in 1939 with Registration Number 346 and the Vice-Chancellor of the University is the Patron of the Society. The total turnover of society, at present, is more than Rs. 40 Crores
- **Vaatsalya, Day Care Centre of DUWA**, aims at providing comfortable, safe and secure environment to the children of the University employees.
- In addition, the University has a **Central Pool Grievance Committee** for any grievance from any Non-Teaching Employee. The Committee meets at regular intervals to settle grievances of the employees.

The University has the **Death Relief Assistance Scheme** which is voluntary in nature. The scheme is valid for both Teaching and Non-Teaching staff. A definite sum from the salary of member employee is deducted under this scheme. In the event of death of a member employee while in service, the amount collected is given to his nominee/nominees as declared by him in the membership form and if the nominee(s) predeceases him/her then to his/her legal heirs.

File Description	Document
Link for Additional Information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Response: 4.44

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
76	60	49	45	40

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 56.8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
51	43	55	83	52

File Description	Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 5.17

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
89	87	49	28	59

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff**Response:**

The annual increment of the faculty members has been linked with an annual report submitted by each of the faculty members, wherein they are required to provide the following details:

- Educational Qualifications
- Career Profile
- Research Interest/ Specialization
- Teaching Experience: Subjects/Courses Taught
- Honors & Awards
- Research Publications
- Recent Conference Organization/Presentations Abroad
- Research Projects/Major Grants/Research Collaborations
- Other Activities: Professional Bodies membership

In addition the promotion of the faculty members is based on performance based appraisal system as postulated by UGC and adopted by the University. There are laid down guidelines for assessment of the teaching learning profile, co-curricular activities and research activities of the concerned faculty. The faculty member is required to earn a specific number of academic points(API) as per the laid down criteria for becoming eligible for the respective stage of promotion. For promotion to the post of Associate Professor and Professor, in addition to obtaining the requisite API score, the publications submitted by the applicant for the requisite assessment period are also assessed by external evaluators.

The CR and Vigilance section maintains the APAR of non-teaching employees of all cadres i.e. group A,B,C and erstwhile ground D employees along with Laboratory & Library Staff. The blank APAR proforma for the ending financial year are sent to the Reporting/Reviewing officers by the end March each year. After doing the needful, the concerned employee submits the APAR to the Reporting Officer. The Reporting Officer after recording his remarks, submits the APAR to the Reviewing Officer for review. The Reviewing officer, after reviewing the APAR, has to submit the APAR to the CR Section/Cell by 31st

July. This is sent to the concerned employees for representation (if any) against the remarks/grading given in his/her APAR by the Reporting/Reviewing officer within 15 days from the date of issue of the letter. If a representation is received within the stipulated time period from the concerned employee, the representation is sent to the concerned reporting/reviewing officer for his/her observation. Any observation received from the Reporting/Reviewing officer is submitted to the accepting authority for consideration and the decision arrived at is communicate to the concerned employee.

Characteristics of the Appraisal System :-

- Transparency : The systems supports transparency as it involves sending the grading assigned by the Reporting/Reviewing officer to the officer reported up for representation, if any, against the grading/comments.
- Responsibility/Accountability: The system encourages the employee to undertake responsibility and also makes the employee accountable for his works.
- Motivation: The appraisal system motivates the employee to give his/her best as the same is reflected upon his grades in the concerned financial year.
- Promotion/Performance Improvement: The appraisal system has been linked to promotion and other career advancement schemes for non-teaching employees of the University of Delhi.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The accounts of the University of Delhi are audited regularly. The University has its Internal Audit Wing in the Finance Department. All payments of Rs. 5 lakhs and above are pre-audited by the Internal Audit Wing thoroughly in addition to preliminary scrutiny of bills by Finance Department. Other bills are test checked by Internal Audit after payment is made. It also conducts periodical audit of different Departments, units, hostels, and University maintained institutions to watch the compliance of financial rules and effectiveness of expenditure incurred. Internal Audit Report is issued to the Head of the Departments and heads of all institutes under University with the approval of the Treasurer.

External Audit of the University is conducted by the Comptroller and Auditor General of India through the office of the Director General of Audit (Central Expenditure). External audit consists of certifications of annual accounts of the University and Transaction Audit/ Performance Audit. Action is taken on the observations contained in the audit report and reported to the Director General of Audit (Central Expenditure).

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)**Response:** 364.64

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
320	10	24.64	10	00

File Description**Document**

Details of Funds / Grants received from non-government bodies during the last five years

[View Document](#)**6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources****Response:**

The University has well-strategised resource mobilization policy in place. Resources are accumulated from following sources:

- Overhead charges from the research grants received from various government and non-government funding agencies
- Royalty received from the books published by the University and faculty members
- Renting of Conference Centre, Shankar Lal Concert Hall, University Stadium and similar such facilities to the faculties, department and outside agencies for organising academic and non-academic activities like conference, seminars, lectures, workshop.
- Endowment Fund for various scholarships which caters to the needs of the students

Funds generated from above sources are principally used as University Development Fund for maintenance and development of the University.

To facilitate the above initiatives, the University provides space on lease to various commercial utility facilities for the students, faculty members and officials of the University such as banks (State Bank of India, ICICI Bank), Post Office, Railway Reservation Counter, Delhi Transport Corporation Office, Kendriya Bhandar, Cafeteria etc.,

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**

Response:

In accordance with the guidelines and vision of NAAC, the University of Delhi has established an Internal Quality Assurance Cell (IQAC) to draft and implement ongoing quality improvement strategies through a combination of self and external evaluation, quality promotion/ sustenance initiatives. The Cell was set up in 2014 and since then it has taken numerous steps for assessing and enhancing the quality of teaching, learning, research and governance at the University.

The University has a Core Committee that reviews the quality initiatives periodically and five Sub-Committees that have been given the specialized roles related to quality policy, quality benchmarks, feedback response, facilitating quality teaching and learning and database management.

The main activities undertaken are as follows:

1. Developing and conducting a mechanism of **Students' feedback** from the students of Masters, M.Phil. and Ph.D. courses in the form of a Students' Experience Survey.

The Student Experience Survey, the feedback system is very comprehensive, systematic and objective. Two rounds (2016 and 2017) have been conducted for the Masters students in their final year to get their feedback on various issues of academics (course, syllabi, interaction, seminars etc.), infrastructure, support system, skills and competencies developed during the course of the study and overall University experience. The results have been very encouraging with almost all departments of the University participating.

Feedback was requested on their experience with respect to academics, infrastructure, support system and skills/competencies developed during their course of study, overall university experience on a scale of 1 to 5 where 1 is below average to 5 as excellent.

- The average rating for all responses (across all departments/centres) for **'Overall Academic Experience'** is **3.4**, i.e. between 'Good' and 'Very Good'.
- Across all respondents, **90% of the students responded that they would recommend the University to others.**

Students rated various components of their learning experience at the University. Results suggest that the students have rated the learning experience and development of their competencies and skills much above average.

1.A Benchmarking exercise

The University is carrying out a benchmarking exercise by devising Quality Benchmarks as Assessment Criteria of quality initiatives by each Department. Two rounds have been completed – 2016 and 2017.It

highlights the best practices of each department and the areas that need to be improved for enhancing quality of teaching, learning, research and outreach at the University. It is helping to identify the gaps between the current parameters of the departments compared against the best global performers. The exercise is helping identify standards and performances and providing a road map for continuous quality improvement. It is expected to improve processes that are critical to the growth of the University. It shall help establish goals and identify additional avenues for improvement. The exercise will also create a better understanding of global practices. It is expected to promote quantum leaps in performance and foster excellence, breakthrough thinking and innovation. It shall also help identify more effective ways of improving performance.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

1. **Students' Experience Survey**
2. **Benchmarking**
3. **Concept Paper on Best Practices in Quality Teaching and Learning**
4. **Workshops**

The Internal Quality Assurance Cell of the University has been very vibrant in spreading a quality culture across the University. Its initiatives like the Benchmarking exercise and the Student Feedback mechanism have given insights into the improvement strategies that are required to enhance the overall experience of the student at the University.

1. **Students' Experience Survey:** Developing and conducting a mechanism of Student feedback from the students of Masters, M.Phil and Ph.D courses in the form of a Student Experience Survey on the basis of which improvement strategies for the future may be proposed
2. A **Benchmarking exercise** has been taken up with the departments of the University that highlight the best practices of each department and the areas that need to be improved for enhancing quality of teaching, learning and research at the University. Two rounds have been completed – 2016 and 2017.

The Benchmarking Exercise of the University is a unique attempt of the University to create a viable means of self-assessment by the departments on all criteria that are contemporarily relevant for an institution of higher learning against global benchmarks and standards. The exercise has an inbuilt mechanism for self-correction. The Benchmarking Exercise has helped in devising Quality Benchmarks as Assessment Criteria of quality initiatives by each Department.

3. A concept paper has being developed on the Pedagogy of Higher Education to build understanding about the nature of the learner, the teaching learning process and the use of meaningful and innovative strategies for curriculum transaction. The aim is to share, disseminate and build perspective on teaching and learning in higher education.

4. Workshops: The University through its Internal Quality Assurance Cell has developed mechanisms of frequent interaction with department by holding quality workshops.

Workshops/events have been organised on a regular basis by each Department/Centre for Quality Enhancement in the following areas:

1. Teaching and Learning
2. Ethics
3. Research
4. E-resources/Online Databases
5. Social Outreach

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 1.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	2	2	1	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of University	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

The main activities undertaken are as follows:

1. Developing and conducting a mechanism of Students' feedback from the students of Masters, M.Phil. and Ph.D. courses in the form of a Students' Experience Survey.

The Student Experience Survey, the feedback system is very comprehensive, systematic and objective. Two rounds (2016 and 2017) have been conducted for the Masters students in their final year to get their feedback on various issues of academics (course, syllabi, interaction, seminars etc.), infrastructure, support system, skills and competencies developed during the course of the study and overall University experience. The results have been very encouraging with almost all departments of the University participating. Based on this practice, departments are making necessary changes to enhance quality of academics and administration in the University.

2. Developed a Concept Paper on Best Practices in Quality Teaching and Learning

Upload Paper

The paper divulges the pertinent and emancipatory role played by the pedagogies in Higher Education. It helped in addressing pressing issues related to subject-based pedagogies, pedagogies that cut across all the disciplinary areas and pedagogy of teacher education. This was also envisaged by the University Education Commission to serve as a place where individuals are not bound by set knowledge structures and disciplines, but are free to explore and transgress the disciplinary boundaries to reach an authentic understanding.

3. Quality Improvement workshops/events have been organised on a regular basis by each Department/Centre for Quality Enhancement in the following areas:

- Teaching and Learning
- Ethics
- Research

- E-resources/Online Databases
- Social Outreach

4. Benchmarking: The aim of this exercise is to identify the gaps between the current parameters of the departments vis-à-vis 'best' performers to be compared against. This would provide support and direction to the departments as well as the University for future planning and formulation of quality strategies.

5. Digital initiatives have been introduced by the University.

Campus Connectivity

- Wi-Fi enabled campus and colleges
- NKN connectivity
- Robust ICT network spanning over campus and colleges.

Digital Administrative Processes

- Online Admission
- Online Fee Collection
- Online Advanced Degrees/Duplicate Degree/Attestation of Degree/Special Certificate
- Online Student Grievance Redressal System
- E- Procurement
- Online System for House Allotment
- Online System for Hostel Accommodation
- Online System for Medical Bill Reimbursement
- Online Proforma for Faculty Appointments & Screening
- Online Confirmation of Services of Faculty
- Online Proforma for Teacher's Representation on College GBs
- Online Examination Hall Tickets
- Online Admission Tickets
- Online Examination Date Sheets
- Online Submission of Internal Assessment Marks
- Digitization of Academic Records, Staff Records, Employee Dashboard

Digital Research Initiatives

- DU e-Journals
- University Research Grants
- Research Profiles of Faculty Members
- Ph.D. Evaluation and Viva Voce

Digital Teaching Initiatives

- Technology Enabled Classrooms, Online Learning Platforms
- Use of virtual classroom software, web-casting and video-conferencing
- Online teaching and learning resources through MOOCs
- Subscription to e-journals and resources

Digital Initiatives of the Library System

- Automated Library System
- e-ShodhSindhu
- J-Gate@e-Shodh Sindhu
- Accessible resources for Visually Impaired
- Internet Access Facility
- Digital Collection of Ph.D. theses
- Electronic Databases

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 67

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
23	15	8	9	12

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Any additional information

[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

Response:

The University is proactive in fostering a gender sensitive, gender equal and safe environment for all its members. University rules and regulations mandate establishment of systems in each Faculty/Department to ensure strict compliance with laws related to gender equality, ragging, discriminatory behavior and harassment.

A) Safety and Security: The campus has a 24 x 7 security system and enforcement of discipline and student safety is under direct purview of the Proctor's office, which coordinates with law enforcement agencies and security agencies. Entry into the campus and Departments is restricted and allowed after proper verification through a two-tier security system. Regular patrolling by police vehicles and presence of women and male police personnel at all main entry/ exit gates is ensured.

The collaboration of Delhi Police is sought through deployment of anti-eve-teasing teams and emergency response vehicles for the safety of girl students. Mobile and foot patrolling are undertaken to foster security among students. Joint Control Rooms in both Campuses aim at zero tolerance against eve teasing/ragging with wide publicity. Self defence training programmes are organised in collaboration with Delhi Police. Ragging in any form is strictly prohibited in all colleges, departments, hostels and in all parts of the University. Specific provisions under Ordinance XV B focus on maintenance of discipline and XV C on

prohibition and punishment for ragging.

The Women's Studies and Development Centre, established in 1987 has emerged as the focal point for gender studies at the University. It organizes regular workshops, gender sensitive theatre, women centric research projects, and conducts short term/advance certificate courses in Gender Studies. It undertakes extension activities for promoting gender awareness and sensitization.

B) Counseling: A central counseling cell is functional at Delhi University Women's Association. Departments are also mandated to have regular student-faculty interaction meetings to take stock of problems/issues and resolve them. Departments have Students' Counseling Committee, Committee for North-East Students, Faculty Student Advisors and other diverse forums/functionaries to provide counseling/mentoring to students. They are freely approachable and proactively counsel students for academic growth, job opportunities and all other important matters.

C) Common Room: All Departments have appropriate facilities for students' lounge/common rooms and adequate number of washrooms for male/ female students and for PwD students. Both campuses have well equipped Health Centres.

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0.67

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 130560

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 31.6

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 3178.2

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management

- **Liquid waste management**
- **E-waste management**

Response:

The University has taken significant initiatives for waste management. Cleaning/waste management facilities are provided/ looked after by a central unit. Besides a cadre of workers on University rolls, a dedicated team of sanitary workers from Sulabh International is responsible for maintaining cleanliness. Each Department has Swachata Abhiyaan Committee/ maintenance committees, which play key role in maintaining sanitation. Several Departments successfully follow segregation of biodegradable and non-biodegradable waste and initiatives have been taken to recycle biodegradable waste into manure. The administration has adopted due procedures to dispose obsolete and unusable items, preventing accumulation of junk and allowing optimum utilization of space. Burning of leaves, vegetal waste and general waste is totally banned within the Campus to maintain carbon neutrality. These wastes are buried in pits and composting is undertaken. The same is then used as fertilizer in the gardens/lawns.

To minimize use of paper, technology assisted ways of writing and sharing are promoted. Use of paper for routine correspondence has seen substantial reduction following implementation of e-governance by all academic/administrative departments. Many departments have implemented programs to recycle paper waste that is generated. Dustbins are kept at strategic locations and many departments maintain separate bins for biodegradable/ non-biodegradable wastes.

Installation of 400 KLD Sewage Treatment Plant along with dual plumbing system to use the STP treated water for flushing and gardening at the Dhaka Hostel Complex/ staff quarters has been undertaken and treated water is made available for use in lawns and toilets of the Hostel/ staff quarters.

Biological waste generated in Science Departments is segregated and adequate procedures are followed for their proper disposal by engaging services of agencies ratified by Delhi Pollution Control Committee/ Central Pollution Control Board. Bio-hazardous wastes are ethically disposed by the generating departments following guidelines by regulating authorities. Faculty members/students/researchers from Departments equipped with hazardous radiological instruments are given training and certification in this regard and strongly advised to take proper care with regard to radioactivity through proper procedures. A Radiological Safety Officer has been appointed to ensure that radiological hazardous chemicals are properly disposed off, as per the AERB norms. Biomedical and animal waste disposal is undertaken through government approved agencies. All advanced molecular biology research is carried out strictly following the guidelines of RCGM and with due approval through Institutional Bio-safety Committee. Extreme care is taken in disposing e-wastes by forming disposal committees and assigning waste to authorized vendors for proper disposal. The University is in the process of installing e-waste bins at strategic locations within the campus.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rainwater harvesting refers to the process of collecting excess surface rainfall runoff for a set of desired uses. Artificial recharge to groundwater is advised in areas where groundwater levels are at least eight meters below ground level (mbgl) and the water levels have shown significant temporal decline. Artificially recharging groundwater system in shallow water level areas will create water logging and induce soil salinity. In context of the two main campuses of University of Delhi, that is North and South Campus, the local hydro-geological condition of the North Campus does not favour artificial recharge to the groundwater. It has shallow water levels and is adjacent to the Aravallis. Thus, it receives natural groundwater discharge from the Aravallis. In contrast to this, the South campus of University has deeper water levels with significant temporal water level decline observed in the area. Keeping the scientific understanding in mind and assessment by scientific body, measures regarding rainwater harvesting and artificial recharge to groundwater system in the South Campus were initiated long back. In the South campus, water harvesting has been adopted and the Garden Committee is using the harvested water for gardening purposes. Additionally, Plantation drives have been undertaken in both the North and South Campus and more than 28000 plants/trees have been grown from the year 2008. These also increase ground water recharge and thereby contribute to water harvesting.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

University of Delhi is well connected by several modes of public transport. The Delhi Metro provides a cleaner and faster mode of transport to the University. Bicycles are available at the metro station and the campus also has excellent pedestrian walkways, both of which are used by students for last mile connectivity. A CNG-based shuttle bus service is also operational within the campus.

The use of paper for routine correspondence has substantially reduced following adoption of e-governance by all departments of the University. All circulars and notifications are sent through email. Several Departments also practice recycling of paper waste.

University of Delhi is located in the vicinity of forest belts. The Garden Committee of the University does an exemplary job in landscaping and maintaining large green spaces in the campus. The University has a rich collection of flora with large trees lining all major campus roads. In addition, all Departments and colleges also have large internal green spaces. The Mughal garden, Jawahar Gulab Vatika, garden of medicinal plants and nakshatra garden are some notable thematic green spaces in campus. As part of University culture an annual flower show is organised to showcase commitment towards green practices.

Tree plantation drives are regularly conducted, which contribute to a continual increase in green cover.

1. The University has installed solar water heaters in various hotels which ensures utilization of green and renewable source of energy for residential purposes of the students.
2. The University is using CFL, LED, star rated power equipments etc. which consume lesser electricity vis-a-vis illumination and result in lesser energy utilization.
3. Every endeavor has been made by the University to procure electrical equipments which has energy star rating as per Bureau of Energy Efficiency (BEE) standard which ensure relatively lesser consumption of electricity.
4. Walking footpaths are created everywhere in the University. Faculty, staff and students are encouraged to move by walking inside the campus by creating a central parking facility.
5. A Radiological Safety Officer (RSO) has been appointed by the University to ensure that radiological hazardous chemicals are properly disposed of according to AERB norms/guidelines.
6. The University has firm commitments to dispose of e-waste and other such hazardous materials in proper legal fashion and signed agreement with government agencies which facilitate these process. A MOU has been signed between University of Delhi and MSTC Ltd. for the purpose of handling of e-waste.
7. University has planted approximate 4500 nos. of trees and 1250 nos. of trees in the year 2010 & 2012 respectively to promote/enhance the green belt in the campus.
8. A STP plant of 400 KLD has been installed in girls hostel premises at Dhaka Mukherjee Nagar. The recycle water is used for gardening as well as for the flushing system of the toilet block in the hostels
9. Pits have been developed for treating the dry waste which is in the form of dry leaves and decomposed them into manure.
10. The Initiatives have been taken by most of the Departments to run respective Departments through e-governance and to become paper-less.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.2

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
56.27	48.60	26.20	22.30	16.65

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 85

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
16	34	14	11	10

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 32

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
11	9	4	4	4

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other

constitutional obligations**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**Response:** Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response:** 74

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
23	12	14	16	9

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The University of Delhi organizes many programmes to pay homage to freedom fighters, national leaders and great Indian personalities on a regular basis. Besides celebrating the Independence Day and Republic Day at a centralised location, all colleges and departments also organise flag hoisting ceremonies and cultural programmes on this occasion. The Gandhi Bhawan takes the lead in celebrating Gandhi Jayanti. There is also a tradition of taking up community action programmes and Swatchta Abhiyans by colleges and departments on this day. To commemorate the martyrdom of Shaheed Bhagat Singh, Sukhdev Thapar and Shivaram Rajguru on the Martyrs' Day, a programme is organised in the Viceregal Lodge on 23rd March every year. The University is committed to showcase historical heritage connected with the University of Delhi and also to disseminate information about the National movement. The University also organized a programme on "Dr. Bhim Rao Ambedkar: Mapping His Mission and Vision for the 21st Century India" to commemorate and celebrate the 126th Birth Anniversary of Babasaheb Ambedkar on 14 April 2017. Distinguished speakers included Hon'ble Justice (Retd) Dr. B.S. Chauhan, Chairperson, Law Commission of India, Hon'ble Justice S. Ravindra Bhat, Delhi High Court and Professor Upendra Baxi, former Vice Chancellor, University of Delhi and the Hon'ble Vice Chancellor, University of Delhi, Prof. Yogesh K. Tyagi.

All the affiliated colleges and departments of the University also celebrate the birth anniversary of Sardar Vallabhbhai Patel on October 31 by taking a national unity pledge and organising events celebrating his life and work.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The University follows complete transparency in all its functions. It has adopted an online admission process in both UG and PG to enhance publicity and transparency. All crucial information about the admission process is disseminated through advertisements in national newspapers and the University website. Answer keys to written admission tests, and all results of tests, interviews, and category wise admission lists are duly uploaded on the website. The website has all relevant information on programmes, faculty, amenities, academic calendar, examinations etc. Information is regularly updated and any new detail is displayed in a prominent manner with a blinking icon “New”. Departments also maintain websites/home pages to place all pertinent information in public domain.

The teaching-learning process is regulated through an Academic Calendar published at the beginning of the academic session. All academic matters are deliberated in an open and transparent manner at multiple forums like department councils, faculty level committees/boards, Academic Council (AC) and Executive Council (EC). The Examination Wing announces the date-sheet for examinations ahead in time. Transparency in evaluation is ensured through establishment of moderation committees for paper setting and central evaluation centres.

There is mandatory provision for displaying attendance and internal assessment marks on the notice boards of the departments. Examination results are also declared through due notification on department notice boards. They can also be accessed by students through the website. Duly publicised remedial measures are available to students for reevaluation of results. The University has taken an important initiative in the creation of Student Grievance Redressal System which has been activated on the webpage of departments.

Recruitments are also undertaken with utmost transparency. All posts are advertised online and screening also displayed online. The RTI mechanism at the University is fully functional and timely responses are facilitated through proactive functionaries. Employees have access to their service files and in case of enquiry; there is provision for the Vigilance Cell to give copy of report to the employee.

The University follows rules and regulations issued by GoI, including General Financial Rules. Financial sanctions are accorded and expenditures incurred at various levels as per powers delegated by the Executive Council. All payments to vendors and collection of students fees are made through online mode. Payments of Rs. 5 lakhs and above are pre-audited by the Internal Audit Wing, in addition to preliminary scrutiny by Finance Department. It also conducts periodical audit of Departments, hostels, and University maintained institutions to watch compliance of financial rules and effectiveness of expenditure incurred. The Annual Accounts and Financial Estimates are strictly prepared as per the prescribed format of accounts by the MHRD and UGC. These are placed before Finance Committee for consideration. After recommendation, these are approved by the Executive Council. External Audit is conducted by the CAG through the office of the Director General of Audit (Central Expenditure). This consists of certifications of annual accounts and Transaction Audit/ Performance Audit. The Annual Accounts, with the Audit report is laid before the Parliament.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

(The word limit for each Best Practice as per the NAAC Manual is about 1150 words. However, the word limit in this URL is only 500 words for both. As a result only the title of the two Best Practices with their Objectives are mentioned here. The details of the two Best Practices, as per given format, are attached within "Any Additional Information")

BEST PRACTICE-I**1. Title of the Practice: ADVANCEMENT OF KNOWLEDGE THROUGH RESEARCH AND INNOVATION****2. Objectives of the Practice**

The University of Delhi is a research-intensive university that seeks to create and transmit knowledge and understanding through quality research for the benefit of the society, nation and the world. In order to quantify the outcomes and value of the significant inputs that go into research at the University, some measurables/deliverables that are generated are:

- New Corpus of Knowledge through Research Outcomes to augment teaching and application
- Extramural Research Projects for generation, extension and augmentation of knowledge
- Research Publications in prestigious journals
- Patents as generation of new knowledge
- Technology Transfer for meeting societal needs and application to real life problems
- Impetus to Entrepreneurship for self-employability
- Consultancy services to support government and non-government engagement
- Extension services in neighborhood community for planned participatory and sustainable initiatives
- University – Industry Co-operation

The University has strived to achieve advancement of knowledge through research by providing University research grants and by supporting research activity through state-of-the-art infrastructure and excellent research laboratory facilities.

BEST PRACTICE II**1. Title of the Practice: UNIVERSITY BEYOND CAMPUS- SOCIETAL IMPACT****2. Objectives of the Practice**

The University of Delhi believes that it should not simply be limited to being institutions of higher learning, but also act as agents for driving social responsibility, instilling ethical and humanitarian values and building a sustainable society. They can make significant contribution to the social and economic well-being of communities by integrating knowledge into practice and through a host of extension activities and projects. The University strongly promotes social and community outreach as an important part of its institutional mandate. It endeavors to support its departments to extend themselves beyond the classrooms and initiate meaningful initiatives in their neighborhoods and society at large.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The priority and thrust areas of the University are well aligned with its vision and mission through its renowned academic programmes and research. The University of Delhi is a research-intensive institution that seeks to create and transmit knowledge through quality research for the benefit of the society. The University established a number of Departments and Interdisciplinary Centres, which nurtured core domains and transcended the barriers between disciplines to usher in an era of research excellence. Since independence, the University of Delhi has dominated scientific research and training in the country, and brings names like DS Kothari, P Maheshwari, AS Paintal, TR Seshadari, and BR Seshachar to the memory.

In modern times, at South Campus, Genomics Research is one such distinctive area where the extraordinary achievements and contributions by faculty members are exemplary and give the University a distinguished presence in the international arena. These include pioneering work on decoding genomes of rice, tomato and wheat. The global advancements and applications in the area of structural, expression and functional genomics for climate change mitigation, better nutrition and improved agricultural output have very significant inputs from research undertaken at the University. The application of GM technology to improve mustard production is a first from any public sector institution in India. The quality of research undertaken in the area of infectious diseases, genetic disorders, industrial resources, antibody technology, and diagnostics is at par with the best in the world. Screening for inborn errors of metabolism led to first ever epidemiological data for over 45 common and rare genetic disorders in the country. The work on microwaves, circuits, sensors, devices and photonics are hallmarks of our research for defense and security industry. The world class research infrastructure and state-of-the-art equipment, together with the most accomplished scientific community of academicians and researchers has catapulted the University to greater heights in this realm.

The interdisciplinary centres at main campus have pursued flagship outreach programmes like the Yamuna and Aravalli Biodiversity Parks leading to restoration and conservation of natural ecosystems. They advise Government of India and Judiciary on national green energy development and assessing environmental impact. Our researchers were involved in the international efforts on discovery of Higgs Boson. Similarly, the University is also involved in design, development and fabrication of state of the art multi-strip Silicon sensors in collaboration with other national Institutions.

The above description exemplifies research work at the University on discoveries and knowledge generation, product development in agriculture, health sector and physical devices, with notable societal impact. The faculty members of the University have been recognized for their contributions by several top

awards like Bhatnagar Award, National Bioscience Award, JC Bose National Fellowship Award and Visitor's Award for Best Innovation amongst central universities, as well as fellowships to almost all major science academies nationally and internationally. Besides, different departments and their members have been collectively or individually recognized by awards like UGC-SAP, DST-FIST, PURSE and Centers of Excellence. The University enthusiastically supports scientific endeavors of its faculty and students.

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5. CONCLUSION

Additional Information :

The University of Delhi is very unique in character. It comprises of 16 faculties and over 80 colleges (affiliating colleges include all constituent colleges). The Colleges independently apply for NAAC Accreditation. The University has excellent faculties offering technical, medical and physical education, which get accredited separately. In fact they have got excellent NAAC ratings too. Even in NIRF ranking, out of the ten top colleges in India, six of them are from the University of Delhi. Additionally, over four lakh students are enrolled in the distance mode and over twenty thousand noncollegiate women students also form a part of the mammoth University. These are significant achievements, the credit for which goes to the University as it exercises an academic control over all these units. Starting from formulation and revision of their programmes/syllabus, admissions and examinations, all functions are handled centrally by the University and its Departments in a participatory mode. In totality, the University of Delhi epitomizes a conglomeration of high quality and meritorious institutions functioning as a whole.

The University remains unwavering in the pursuit of its mission through multi-stakeholder consultative approach. It has a never-ending list of illustrious alumni, who have served the nation as Heads of State, Ministers, Governors, Ambassadors and Constitutional Authorities. The list of distinguished alumni have noteworthy presence in all spectrums of human life and society including science, literature, fine arts, sports, politics, administration, social work, military services and judiciary. The University is proud of its alumni and their distinguished achievements.

Concluding Remarks :

With a vision for excellence in teaching and research, the University of Delhi is a unique blend of distinguished academic fraternity and young, energetic minds that are a powerhouse of ideas. It is committed to inclusive principles of education by ensuring access to all, especially to students with disability and those from disadvantaged socio-economic backgrounds from all across the country. It has also earmarked seats for foreign students as a token of its commitment to 'Vasudhaiva Kutumbakam' (the world is one family).

The University makes constant endeavors to touch the lives of students by inculcating values of empathy, efficiency, respect for diversity, prudence and 'creativity with compassion', which remain the basic tenets of its teaching-learning philosophy. Through these attributes, it reaffirms its pledge to work for the upliftment and betterment of the marginalized sections of society and to kindle a sense of responsibility, honesty, integrity, justice and commitment to universal human values.

The University is eminently geared to meet the emerging challenges of the World and demands of the Nation. It rededicates itself to the task of intensifying efforts to mobilize more resources and create a conducive ambience for its students, faculty and staff to maximize their potential.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 605 Answer after DVV Verification: 605</p>																				
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. How many new value-added courses are added within the last 5 years Answer before DVV Verification : 299 Answer after DVV Verification: 299</p>																				
1.3.4	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.4.1. Number of students undertaking field projects or internships Answer before DVV Verification : 8238 Answer after DVV Verification: 3755</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>4817</td> <td>4148</td> <td>3711</td> <td>3548</td> <td>3506</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>4817</td> <td>4148</td> <td>3711</td> <td>3548</td> <td>3506</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	4817	4148	3711	3548	3506	2016-17	2015-16	2014-15	2013-14	2012-13	4817	4148	3711	3548	3506
2016-17	2015-16	2014-15	2013-14	2012-13																	
4817	4148	3711	3548	3506																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
4817	4148	3711	3548	3506																	
3.1.3	<p>Number of teachers awarded international fellowship for advanced studies/ research during the last five years</p> <p>3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>40</td> <td>22</td> <td>20</td> <td>61</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2016-17	2015-16	2014-15	2013-14	2012-13	29	40	22	20	61										
2016-17	2015-16	2014-15	2013-14	2012-13																	
29	40	22	20	61																	

2016-17	2015-16	2014-15	2013-14	2012-13
29	40	22	20	61

3.1.6	<p>Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency</p> <p>3.1.6.1. The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency Answer before DVV Verification : 25 Answer after DVV Verification: 27</p>																				
3.2.3	<p>Number of research projects per teacher funded, by government and non-government agencies, during the last five year</p> <p>3.2.3.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 1894 Answer after DVV Verification: 1864</p>																				
3.3.4	<p>Number of start-ups incubated on campus during the last five years</p> <p>3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1122 1046 1256"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1335 1046 1469"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	11	5	0	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	11	5	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
11	5	0	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
11	5	0	0	0																	
3.4.4	<p>Number of Ph.D.s awarded per teacher during the last five years</p> <p>3.4.4.1. How many Ph.Ds are awarded within last 5 years Answer before DVV Verification : 2123 Answer after DVV Verification: 2593</p>																				
3.4.6	<p>Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years</p> <p>3.4.6.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1984 1046 2085"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13															
2016-17	2015-16	2014-15	2013-14	2012-13																	

525	365	374	345	280
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Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
525	365	374	345	280

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

3.4.8.1. Number of citations received by individual research publications in the last 5 years
 Answer before DVV Verification : 43881 3.4.8.2. Number of publications receiving proportionately maximum number of citation in the last five years
 Answer before DVV Verification : 627
 Answer after DVV Verification: 70

3.5.2 Revenue generated from consultancy during the last five years

3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
24.05	26.79	29.38	14.22	11.17

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
24.05	26.79	29.38	14.22	11.17

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
33	22	20	11	22

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
33	22	20	11	22

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community

and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.6.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
58	40	28	31	23

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
58	39	28	31	23

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
98	70	54	64	99

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
98	70	54	64	51

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

3.7.2.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
270	255	139	280	164

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
146	281	171	308	174

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career

counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1334	277	297	290	283

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1194	183	188	193	188

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
561	569	597	618	584

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
561	569	597	618	584

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
28	33	29	30	30

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
27	19	09	10	10

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
77	60	49	45	40

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
76	60	49	45	40

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
51	43	55	83	52

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
51	43	55	83	52

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>209</td> <td>209</td> <td>209</td> <td>208</td> <td>208</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	209	209	209	208	208
2016-17	2015-16	2014-15	2013-14	2012-13							
209	209	209	208	208							
1.2	<p>Number of all programs offered by the institution during the last five years</p> <p>Answer before DVV Verification : 209</p>										
2.1	<p>Number of students year-wise during the last five years</p>										

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
25115	24402	24320	24059	22608

2.2 Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
7749	7306	8089	7634	6295

2.3 Total number of outgoing / final year students

Answer before DVV Verification : 37051

2.4 Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
8980	8403	8879	8424	8007

2.5 Number of revaluation applications year-wise during the last 5 years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
554	666	652	347	492

3.1 Number of courses in all programs year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
3113	3113	3113	3174	3174

3.2 Number of courses offered by the institution across all programs during the last five years

Answer before DVV Verification : 3174

3.3 Number of full time teachers year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1140	1147	1292	1299	1307

3.4 Number of full time teachers worked in the institution during the last 5 years

Answer before DVV Verification : 1307

3.5 Number of teachers recognized as guides during the last five years

	Answer before DVV Verification : 681										
3.6	<p>Number of sanctioned posts year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1706</td> <td>1706</td> <td>1706</td> <td>1706</td> <td>1706</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	1706	1706	1706	1706	1706
2016-17	2015-16	2014-15	2013-14	2012-13							
1706	1706	1706	1706	1706							
3.7	<p>Total number of publications during the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index</p> <p>Answer before DVV Verification : 9103</p>										
4.1	<p>Number of eligible applications received for admissions to all the programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>276387</td> <td>294368</td> <td>217161</td> <td>110609</td> <td>117195</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	276387	294368	217161	110609	117195
2016-17	2015-16	2014-15	2013-14	2012-13							
276387	294368	217161	110609	117195							
4.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5394</td> <td>5544</td> <td>5544</td> <td>5551</td> <td>5568</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	5394	5544	5544	5551	5568
2016-17	2015-16	2014-15	2013-14	2012-13							
5394	5544	5544	5551	5568							
4.3	<p>Total number of classrooms and seminar halls</p> <p>Answer before DVV Verification : 568</p>										
4.4	<p>Total number of computers in the campus for academic purpose</p> <p>Answer before DVV Verification : 11500</p>										
4.5	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>16772</td> <td>18055</td> <td>19785</td> <td>18064</td> <td>10974</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	16772	18055	19785	18064	10974
2016-17	2015-16	2014-15	2013-14	2012-13							
16772	18055	19785	18064	10974							
4.6	<p>Annual lighting power requirement (in KWH)</p> <p>Answer before DVV Verification : 10058 KWH</p>										
4.7	<p>Annual power requirement of the institution (in KWH)</p> <p>Answer before DVV Verification : 19607225 KWH</p>										