



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DAULAT RAM COLLEGE

**DAULAT RAM COLLEGE, UNIVERSITY OF DELHI, 4,PATEL MARG, MAURICE
NAGAR, DELHI-110007.**

110007

<http://www.dr.du.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Daulat Ram College, a prominent constituent college of the prestigious University of Delhi, stands as a beacon of higher learning in the bustling city of Delhi. **Established in 1960** by the visionary educationist, the late Shri Daulat Ram Gupta, the institution's founding principles revolved around women's empowerment through liberal education. Over the years, Daulat Ram College has firmly established itself as a distinguished hub for undergraduate education in Arts, Commerce, and Science.

The college has received accolades that reflect its commitment to excellence. During the **last NAAC cycle, it received an 'A' grade**, underscoring its dedication to academic and institutional quality. In the National Institutional Ranking Framework (NIRF) for 2022-23, Daulat Ram College achieved an impressive **28th rank** among all colleges in India. Additionally, the college's prowess in specific domains is evident in the **India Today Ranking**, where it secured the **15th position in Arts (including a remarkable 3rd position in Psychology), the 7th position in Science, and the 13th position in Commerce**. Daulat Ram College is particularly proud of its **"Star College" status**, bestowed upon it by the **Department of Biotechnology, Government of India**, which highlights its excellence in the field.

The college's journey commenced as **"Pramila College" at 22 Tilak Marg in 1960**. In **1964, it transitioned to its current location on the North Delhi** University campus and was renamed Daulat Ram College. Since then, it has evolved into a comprehensive extended college of the University of Delhi, offering a diverse array of **19 undergraduate and seven postgraduate** programs to a **student body numbering approximately 4,200**. This academic endeavor is supported by a dedicated and experienced team comprising 188 teaching staff and 132 non-teaching staff who are deeply committed to research and education. The college's expansive and well-secured **campus spans 13.26 acres** and boasts a lush green landscape. It has an **old academic block, a new one under construction**, a modern hostel, a computerized library, specialized laboratories, and resource centres. The college's Placement Cell and Entrepreneurship Cell further enhance students' employability, ensuring that graduates are well-prepared to face the challenges of the dynamic professional world.

Vision

Education serves as a fundamental catalyst for human growth and development, nurturing individuals and societies alike. Daulat Ram College, founded in 1960 by the visionary Shri Daulat Ram, has always championed the cause of women's education, recognizing its paramount importance. At the core of the college's mission is its motto, **"Salvation through knowledge."** This guiding principle underscores the institution's commitment to disseminating knowledge in science, commerce, and liberal arts, specifically among female students. The ultimate aim is to empower and enrich these young women, equipping them with the tools to effect positive social change. This vision is not a relic of the past but remains the guiding light of the college even in the 21st century.

Daulat Ram College operates with a community-centric approach, acknowledging its responsibility to the welfare of all its stakeholders. This includes students, faculty, staff, and alumni. In an ever-evolving world, the college recognizes the imperative to stay attuned to the dynamic demands of the environment. Thus, it endeavors to provide a versatile platform for young minds to flourish. This platform encompasses not only

academic excellence but also encourages active participation in co-curricular and extracurricular activities. Furthermore, it offers an environment conducive to personal growth and self-discovery.

The college's focus extends beyond academic knowledge. It aspires to foster holistic development, nurturing the mental, physical, socio-cultural, and societal dimensions of its students. By facilitating development across these diverse realms, Daulat Ram College aims to produce graduates who are not only well-equipped academically but are also confident, empowered, and poised to confront the multifaceted challenges of the future, both at personal and societal levels.

Daulat Ram College's commitment to women's education and holistic development is not just a matter of tradition but an ongoing mission. The institution believes in nurturing not just the intellect but also the character of its students. By embracing this comprehensive approach to education, the college endeavors to play a pivotal role in shaping a brighter and more equitable future, one where empowered women stand at the forefront of positive change, making significant contributions to society and the world at large.

Mission

The overarching mission of our institution is to provide a holistic education beyond traditional academic learning. Our goals and objectives are not just words on paper; they are the pillars upon which we build a nurturing environment that fosters personal growth, interpersonal skills, and values. To realize our vision and fulfil our mission, we have delineated specific objectives across six key areas:

1. Educate: Our foremost objective is to impart high-quality education to a diverse student body. We believe that education is the foundation for individuals to build their futures.

2. Implement: We are dedicated to the effective and optimal implementation of our curriculum. Education is not merely about textbooks and lectures; it also involves skill development and incorporating modern technologies.

3. Engage: The involvement of all stakeholders is essential for the success of our educational ecosystem. This includes students, faculty, staff, and alumni.

4. Extend Learning: We encourage students to extend their learning beyond the classroom. This involves contributing to national building and engaging in community service and welfare activities.

5. Foster Values: Our institution places a strong emphasis on values that include excellence, integrity, responsibility, and innovation. These values are not just taught but also integrated into our educational process.

6. Integration: Education and extended learning are not separate entities; they are interconnected and provide students with a life skill set that prepares them for life's challenges beyond the college campus.

These objectives translate into concrete educational outcomes that we hold in high regard:

- We aspire to see our young women complete their courses, equipped with both academic knowledge and life skills.
- Our students are encouraged to balance their professional and personal aspirations.
- We aim to instil a research spirit in our students, providing them with opportunities for hands-on

training and project engagement.

- We emphasize employability skills by offering internships, workshops, lectures, and career counselling.
- Lastly, we provide contexts where our students take responsibility for their actions, preparing them to be responsible and engaged citizens.

Our commitment to these goals and objectives reflects our dedication to providing a well-rounded education that empowers our students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The college focuses on **holistic growth and development of the students** by curriculum and co-curriculum related activities, such as, participating in conferences, seminars etc., and through dance, music, debates and a plethora of activities.
2. Daulat Ram College has been **awarded Star college status by the Department of Biotechnology, Government of India.**
3. The students are offered opportunity to grow dynamically and build **critical thinking by attending various multi/interdisciplinary courses. Skill Development Programmes** are conducted by various departments of the college to promote holistic development of the students.
4. **Add-on courses in seven foreign languages and a certificate course on Legal Literacy, Awareness and Aid** are offered by the college. Students from other colleges also enrol in these add on courses.
5. **Extension activities** and community outreach programmes are conducted by **NSS,NCC, NSO unit** of the college. The college has also launched **Vidya Vistar Scheme** to promote inclusive education.
6. **Educational excursions, heritage walks, field trips to other universities** are organized by departments and societies to promote experiential learning among the students.

7. College infrastructure includes **fully equipped hostel, open-air amphitheatre, gymnasium, auditorium and conference room**. It is a green campus with sprawling lawns and sports ground.
8. **Wi-fi enabled campus and smart classrooms** ensure smooth delivery of curriculum and effective learning.
9. College has a **stringent environment policy** to safeguard the green campus. **Recycling unit** helps in becoming a zero waste/discharge campus.
10. Technologically advanced laboratories like **Psychology Resource Centre, Drosophila research centres, Zebrafish Lab Facility** foster conducive research climate for the faculty and students.
11. **Enabling unit** seeks to empower differently-abled students and addresses any potential concerns.
12. A **well-stocked fully automated library** with an extensive **braille section** facilitates teaching and learning process.
13. **North East Cell, Women's Development Cell, Gender Champion cell** promote inclusiveness, celebrate diversity and make the campus student friendly.
14. College serves as the **Nodal college for North Cluster Knowledge Network** offering a number of Skill Enhancement, Value Addition and Ability Enhancement courses under NEP.
15. The college cares for the holistic, i.e., **physical and psychological well being of its students and staff**.

Institutional Weakness

1. The college is **under process to accommodate increasing strength of admissions via upgrading its physical infrastructure**.
2. The college is in the **process of registering its Alumni Association** and working to have a much larger membership, better interaction and engagement with its alumni.
3. The college is in works to **further enhance optical fibre based internet** connectivity for the institution through the university internet services.
4. DRC students have been successfully securing internships and placements. However, to keep up the requisites of the NEP-UGCF based Internships, Apprenticeships, Projects and Community outreach (IAPC) guidelines, the college is **focusing on direct MoU** with organizations to help students streamline smooth integration into industry and academia.
5. The college is in the **process to upgrade both its digital infrastructure** and supporting staff to enable digital mediated education.

6. To speed up the **recruitment of a few non-teaching staff** against sanctioned posts in the college.
7. To **supplement the services of the existing counselling centre** under the psychology department, the college shall also recruit a full-time counsellor to expand the reach of mental health services to the students.
8. The college is **striving to instil data management software** for maintaining records like attendance, students progression, employee-related services like leave record etc. and to streamline its data management.
9. The faculty is engaged effectively and productively in various administration activities along with their responsibility towards teaching, hence, leaving them very **little time to work towards quality research**.

Institutional Opportunity

- 1.The college offers a total of 19 courses and many combinations for B.A. Programme to the aspiring students. As per the requirement of NEP 2020, it also offers a basket of VAC, SEC and AEC courses to the students to choose from. However, it **aspires to add a few more honours courses** like Computer Science, B.Ed., Statistics, to be able to offer to the Undergraduate students.
- 2.Increasing the research output among faculty and students by **improving the infrastructure** in terms of increasing the number of laboratories and rooms to be able to carry out research.
- 3.It strives to be able to offer **financial aid to its faculty for furthering their research pursuits** and in being able to attend and participate in national and international conferences, seminars, workshops, etc.
- 4.Having funding from various sources like the Alumni Body and the industry, the college will be able to recognise its deserving, meritorious students by **conferring more awards, getting them internships and apprenticeship, having better and more placements**.
- 5.The college that is already conducting Add On courses in 7 foreign languages and Legal literacy, can work towards introducing some **more programmes**. Proposals are underway for **courses such as on, Medical Diagnostics, Forensic Science, Patent writing, and a few more**.
- 6.The newly introduced Entrepreneur and Innovation Cell to **expand its work on Incubation centre**.
- 7.To work on **furthering student-exchange programme** with other national universities and International universities.

Institutional Challenge

1. The **teacher-student ratio is 1:10 in some courses** such as Sanskrit and Music, however, **for a few popular courses, the ratio is as adverse as 1:26. Ideally, the ratio should be 1:18.** The sanctioned staff(188) given to college for the actual number of students which is around 5000, is much less. Having an inconsistent number of students joining the college each year has a very major impact on many areas of its functioning, from work load to bringing a disbalance in financial planning.
2. The **placement cell of the college is committed but greater number of students are interested in higher studies for which opportunities are limited.**
3. Having **infrastructure to match the rapidly changing/growing number of students** is also a big challenge.
4. The **Social Science and Commerce departments require faculty rooms for conducting research.** The Science departments require additional laboratories for the same.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institutional Quality Assurance Cell (IQAC) at our institution plays a pivotal role in shaping the academic and holistic growth of the students. Over the years, the IQAC has implemented the Academic Calendar to promote student engagement in various educational programs.

- It works on equipping students with essential **ICT tools** and providing them with opportunities to participate in **Skill Development Programs**.
- **The Teaching Programme Committee** collaborates to develop effective pedagogies for teaching and learning, approves faculty workloads, and ensures the timely implementation of course curricula.
- Orientation Programs guide students in making informed choices regarding their papers in disciplines like **DSE, SEC, VAC, AEC, and GE** throughout various semesters. The Undergraduate Choice-Based Credit System (UGCF) program empowers students to design courses.
- Our college boasts a well-stocked and **fully automated library**, including a rich **Braille Section**, which serves as a valuable repository of knowledge.
- Additionally, our state-of-the-art laboratories, such as the **Zebrafish Lab Facility** and **Psychology Resource Centre**, facilitate experiential learning and hands-on training.
- To enhance students' academic performance, **rigorous internal assessment methods** have been established. The **Moderation Committee** and **Monitoring Committee** for Internal Assessment ensure that assessments are conducted fairly and consistently.
- Our institution is committed to building an inclusive, **gender-sensitive environment** that fosters human values.
- **Value-based education programs**, including conferences, seminars, talks, panel discussions, workshops, and field visits organized by various departments, promote holistic development and peer-group learning. Particular emphasis is placed on maintaining the integrity of research work.
- The **Eco Club** and **Recycle Unit** actively participate in zero-waste management, contributing to the college's green and clean environment.
- **Swachhata Committee** initiates cleanliness drives to raise awareness and promote cleanliness.
- **National Service Scheme (NSS)** engages students in various social service and community outreach activities, fostering a sense of social responsibility.
- The **Enabling Unit** focuses on the development of specially-abled and differently-abled students, ensuring that they receive the necessary support and resources.
- The **Women Development Cell** fosters a comprehensive understanding of women's rights, development, and empowerment among students.
- Programs by **SPIC MACAY** and the **North East Cell** celebrate the values embedded in Indian heritage, enriching the cultural dimensions of students' learning experiences.

Teaching-learning and Evaluation

Over the five years (2018 - 2023), Daulat Ram College has demonstrated remarkable achievements in student enrollment, faculty strength, academic success, and skill development. These statistics underline the institution's commitment to nurturing a thriving learning environment.

- **Student Enrollment:** During this period, the college achieved a commendable student enrollment rate of 99.7% in the General category and 83.08% in the Reserved category, reflecting its accessibility and

popularity among aspiring learners.

- **Faculty Strength and Quality:** With a sanctioned faculty strength of 188 members, the college ensures a favourable teacher-student ratio of approximately 1:25. Moreover, 94% of full-time teachers possess PhD/NET qualifications, emphasizing the high academic standards of the institution.
- **Academic Success:** The college boasts an impressive pass percentage of approximately 96% over the last five years, with around 90% of students progressing to higher education, highlighting the college's role in preparing students for future academic pursuits.
- **Skill Development and Innovative Thinking:** The institution conducts in-house Skill Development Programs under the aegis of IQAC, designed to upgrade students' skills and foster interdisciplinary approaches. Attendance in various workshops, experiential learnings, and conferences helps them to acquire an understanding of the subjects, which initiates innovative thinking.
- **Technology-Enabled Learning:** Daulat Ram College is at the forefront of technology integration in education. Teachers utilize ICT-enabled Smart Classrooms with projectors, whiteboards, and modern audio-visual equipment, along with Wi-Fi connectivity, enhancing experiential learning. Virtual tools have been crucial in implementing flipped classrooms and blended learning, particularly during the COVID-19 pandemic.
- **Academic Support and Assessment:** Regular tutorial/revision classes are conducted to address doubts and guide students towards academic excellence while exploring diverse career options. The college follows Ordinance VIII of the University of Delhi for efficient Internal and External Assessment of courses, seamlessly adopting amendments in line with the National Education Policy (NEP) 2020.
- **Placement Opportunities:** Daulat Ram College maintains an active Placement Cell dedicated to providing internship and job opportunities for students.

In summary, Daulat Ram College's impressive statistics and strategic initiatives underscore its commitment to providing quality education, fostering holistic development, and preparing students for a successful future in a rapidly evolving world.

Research, Innovations and Extension

During last five years there has been tremendous growth in research initiatives, innovation, and extension activities organized by Daulat Ram College.

- **Research Projects:** There were 25 research projects carrying a grant of Rs 125.22 Lakhs of which 7 were minor projects, 6 were major projects which received funding from government agencies such as UGC, SERB, DU, while 10 research projects were self-funded.
- More than 400 **co-curricular activities** have been organised such as 4 **International conferences**, 5 **national conferences** and more than 100 **workshops** and 250 **seminars/webinars**.
- EISC(**Entrepreneurship & Innovation Startup Cell**) was established in 2022-23, and registered with the Ministry of Education's Innovation Cell (**IC202324336**) to encourage an entrepreneurial mindset.
- The college faculty have been actively involved in **publications**, with 346 research papers(More than 192 in **UGC Journals** and 135 in scopus indexed, 54 in WOS Journal).The faculty has published 35 books and 111 chapters in books (More than 20 in Scopus), with 19 conference proceedings.
- 319 **extension activities and outreach initiatives** were organised under NSS, NCC, WDC, Enabling

unit and Vidya Vistar Scheme to facilitate holistic development and awareness of social issues, instilling nationalism & Indian Heritage. More than 1500 NSS volunteers were involved in Community outreach programs as health awareness, literacy drive, community building, and sensitivity to animals. NSO has been actively involved in Physical fitness programs. WDC has taken gender sensitization and women empowerment initiatives

- More than 200 cadets of NCC over the years have attended numerous **prestigious national camps** such as Republic Day Camp, PM rally and brought laurels, awards and commendation (Director General) to the college.
- 25 **awards** have been received from Government and government-recognized bodies for extension activities organised by the College.
- 74 **MoUs** have been signed with various institutions and industries in India that facilitate in obtaining internships with industries, job training, placement workshops, organizing conferences and seminars on career counseling, summer internships programs, capacity building programs, research & science communication, and developing entrepreneurship. Add on certificate courses such as, Foreign Languages and Legal Literacy awareness.
- The college is actively involved in 5 **collaborative research** linkages with institutions abroad resulting in Scopus publications.

Infrastructure and Learning Resources

- In terms of **physical infrastructure**, the college has well-furnished physical facilities, including classrooms, scientific and computer labs, Health and nutrition lab, Psychology Resource Centers, Drosophila Resource Centre and Zebrafish lab facility. It further includes the Multipurpose Auditorium - Sadhbhawna Bhawan, Amphitheatre - Rang Shala, Conference Hall.
- The College is well equipped with **Wi-Fi facilities, computer room, medical room, counselling centre**. We have **ramps, Lift** facility for differently abled students and teachers, **lawns, and gardens**. The **College Hostel**, one of the best in North Campus of Delhi University, offers modern amenities, including air conditioning, Wifi facility ,to its 200 undergraduate residents.
- **Sports Complex** is enabled with facilities for indoor and outdoor games, gymnasium, treadmill machines, yoga center, steam room etc. are available.
- **College canteen** offers a varied menu of healthy and nutritious food at subsidized rates, including cooked meals and branded packed snacks.
- In terms of **learning resources**, first, the **Library** as a **E-learning resource** is automated with digital facilities using **Integrated Library Management System (ILMS)**, has adequate subscriptions to e-resources and journals and is optimally used by the faculty and students.
- **The OPAC module** of the software allows for a full search of the library database by entering preferred terms, making information retrieval a seamless process.
- The entire library is accessible remotely as well and has the membership of **N-LIST (INFLIBNET)** and recently got the membership of **DELNET**.
- It further boasts of a separate **Braille Section** with software such as **NVDA, Talking Digital Pocket device** (Daisy Player), **E-Book Reader, MP3 Player** for the benefit of differently-abled students, especially Visually Handicapped.

As far as the **maintenance** of campus infrastructure is concerned, the Caretaker under the guidance of administration prepares the routine and specific maintenance schedule for all physical infrastructure and allocates duties to the respective staff.

Further, for the **sustained and optimal utilization** of prescribed e-resources and IT facilities, all the computers on the college network are protected by antivirus software that is up to date.

Also, at the end of each term, internet-connected PCs are formatted to get rid of any malware or temporary files.

Student Support and Progression

The college places a strong emphasis on student support and progression.

- **820 students** benefitted from **scholarships and freeships** in the academic year 2022-23 (PMSSS, INSPIRE etc). The **Marga Schulze Merit Scholarship** and the **NIVH Meritorious Scholarship** for Divyagjan are also provided. International organizations, like the **Hana Bank Foundation** (Korea), have contributed scholarships over the last five years. Ritika(Physics Hons.)won research fellowship of 21,000 in National Conclave of Young Research Council, Subhash- Swaraj-Sarkar.
- **Career counseling, skill training, and capacity development activities** is provided. Each year, in-house Skill Development Programs focused on **ICT tools** are conducted. With more than **120 workshops** held between 2018-2023, DRC helped in nurturing **entrepreneurial and practical skills** among students. The institution is also committed to **combating ragging and sexual harassment**, ensuring timely **grievance redressal** through dedicated committees, displaying information about **ICC** and **Grievance Committee** on the institutional website and notice boards.
- In terms of student progression, the college boasts a remarkable success rate, with over 90% students securing **placements or advancing to higher education** between 2018-23.
- **MNCs** like Deloitte, KPMG, Accenture, and Larsen and Toubro have been offering **job opportunities and internships** with packages reaching up to 22 LPA in 2022.
- Several students pursue **higher education** in prestigious **global and Indian institutions**, including King's College London, LSE, Columbia University, SOAS, various IITs, IIMs, JNU and DU.
- The institution actively encourages student participation, with **students winning (over 450) medals** in various **sports and cultural activities** across the country between 2018-23.
- College **societies, NCC and NSS** foster a culture of participation. An illustrious alumna of DRC, Diskit C. Angmo, is now the captain and spokesperson of India's Women's Ice Hockey Team.
- **Alumni engagement** at DRC occurs at various levels. The alumni association, in the process of being registered, maintains an alumni website. Many of them contribute as resource persons in college workshops. Recently, our Alumna, Muskan Garg, (batch of 2017-20), was honored with silver medal by Union Minister of Commerce and Industry, Sh. Piyush Goel, for securing 2nd position in MBA, IIFT.

DRC is thus committed to providing a holistic and enriching educational experience to the students.

Governance, Leadership and Management

The governance, leadership and effective management of Daulat Ram College, a constituent college of DU is visible through the administrative policies that strive for attaining holistic development of the students.

- The college administration consists of the **Governing Body, the Staff Council (with the Principal)** and its various **Committees, Societies, Cells, IQAC** as well as the **administration staff**.
- The management approves the **policies (on e-Governance, Fee-concession, Financial aid to teachers, Environment and the long term Perspective Plan)** of functioning at different levels that give directions for effective governance.
- Additionally, IQAC formulates and executes the yearly perspective plans, i.e., the '**Academic Calendar**', that prescribes and approves the list of **SDPs, FDPs, workshops, conferences** etc. to be conducted during an academic session. The plans are formulated ensuring various departmental inclusiveness, seeking funds from ICSSR, UGC, DBT etc., keeping in consideration student and faculty feedback on past programs.
- The IQAC, through **TPC** ensures smooth **conduct of classes, internal assessment and semester examination** as per the UGC and DU requirements.
- The college has successfully **implemented NEP 2020** from 2022-23. It is the **Nodal Centre for the Cluster Knowledge Network of North Campus**.
- In the last five years, it has collaborated with two institutions under **Vidya Vistar Scheme**, commenced **Add-on courses** (e.g., Legal Literacy, Awareness and Aid), established multiple **Resource Centres** (e.g., for Zebrafish, Drosophila and Psychology), executed the **Mentor-Mentee Programme**, conducted **28 SDPs** for students and **14 FDPs**, **permanently recruited 116 faculty** and **29 non-teaching staff members**, **promoted 28 faculty members** and **4 non-teaching staff members** to higher levels. **9 Associate Professors** were promoted to the **Professor level**.
- The staff members are duly granted **duty/study/medical/maternity leave/medical reimbursements**.
- The college has successfully inculcated **e-governance in administration, finance, admission and examination**.
- It strategizes for **optimal utilization of its available resources**, along with **ICT facilities** such as **Google Class Room** and **GSuite IDs**.
- For **sustained academic excellence**, the college maintains and regularly upgrades the necessary **infrastructural support**, while ensuring that it is **friendly for the specially-abled**.
- **Transparency** is ensured through regular **internal and external financial and academic audit**.

Institutional Values and Best Practices

Daulat Ram College places a significant emphasis on **gender equity**. It achieves this through various means, including **workshops, awareness programs, seminars, lectures, and discussions**, as well as courses aimed at sensitizing students to issues related to **diversity and gender issues**.

- The college ensures provision of **essential facilities** for women and adopts **robust safety measures**.
- Moreover, the college actively participates in **environmental conservation and sustainability**. The college practices eco-friendly methods such as **waste segregation** into degradable and non-degradable materials with proper disposal, **paper and leaf recycling, e-waste management, plastic waste management, utilization of solar energy, and energy-efficient lighting**.
- Additionally, the college has created a **disabled-friendly environment** by providing infrastructure like **accessible pathways, ramps, toilets, reading software, recorded lectures, and special attendants** to assist differently-abled students.

- The college is committed to sustain a **green and eco-conscious campus**. The college has beautiful gardens with 500 trees of 100 varieties and colourful flower beds that enhance the aesthetic beauty and tranquillity of the campus and its surroundings.
- Daulat Ram College prioritizes promoting **tolerance, inclusivity** and celebrating **constitutional values**. It integrates these values into its curriculum, conducts awareness activities, and actively combats discrimination.
- The college engages with local communities, offers inclusive facilities, and collaborates with other institutions to create an enriching and respectful environment for all.

Among the college's best practices are **'Efficient Waste Management'** and **'Learning Beyond Classroom: Empowering Through Holistic Education'**. A dedicated **recycling unit** processes paper and converts fallen leaves into bio-fertilizer. This decentralized approach promotes **zero waste** management, generating revenue, providing employment, and supporting research. The college provides immersive learning by offering **ICT training, skill development programs, add-on courses, research and internship opportunities**, which make students industry ready, and enable them to apply their knowledge in the real world.

The institution's distinct priority and thrust in **Student Enrichment and Capacity Building** encompass a holistic approach including skill development, research opportunities, **community engagement, placement, diverse student societies, access to specialised labs, and well-equipped resource centres**. This approach ensures that students receive a comprehensive education that prepares them not only for their careers but also for active and responsible roles in society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DAULAT RAM COLLEGE
Address	DAULAT RAM COLLEGE, UNIVERSITY OF DELHI, 4,PATEL MARG, MAURICE NAGAR, DELHI-110007.
City	DELHI
State	Delhi
Pin	110007
Website	http://www.dr.du.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Savita Roy	011-2766863	9999680604	-	daulatramcollegedu@gmail.com
IQAC / CIQA coordinator	Rajni Sahni	011-41024519	7838386675	-	rajnisahni@dr.du.ac.in

Status of the Institution	
Institution Status	Government and Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Delhi	University of Delhi	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	04-02-2015	View Document
12B of UGC	04-02-2015	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	DAULAT RAM COLLEGE, UNIVERSITY OF DELHI, 4,PATEL MARG, MAURICE NAGAR, DELHI-110007.	Urban	13.26	7095

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Ba Program,Hindi Physical Education	48	XII		29	26
UG	BA,Ba Program,Sanskrit Music	48	XII	English	22	15
UG	BA,Ba Program,Economics Maths	48	XII		22	20
UG	BA,Ba Program,English History	48	XII		21	21
UG	BA,Ba Program,Physical Education Political Science	48	XII		29	29
UG	BA,Ba Program,Philosophy Psychology	48	XII		22	22
UG	BA,Ba Program,History Political Science	48	XII		22	22
UG	BA,Ba Program,NHE Music	48	XII		22	20
UG	BA,Ba Program,Enterpreneurship Nutrition Health Education	48	XII		22	22
UG	BSc,Bsc Program,Life	48	XII		78	78

	Science					
UG	BA,Ba Hons,Hindi	48	XII		115	107
UG	BA,Ba Hons, Economics	48	XII		115	115
UG	BA,Ba Hons, Psychology	48	XII		46	46
UG	BA,Ba Hons,Political Science	48	XII		115	115
UG	BA,Ba Hons, Philosophy	48	XII		49	49
UG	BA,Ba Hons,History	48	XII		58	58
UG	BA,Ba Hons,English	48	XII		78	78
UG	BA,Ba Hons,Music	48	XII		19	11
UG	BA,Ba Hons,Sanskrit	48	XII		46	31
UG	BSc,Bsc Hons,Chemistry	48	XII		29	28
UG	BSc,Bsc Hons,Maths	48	XII		58	53
UG	BSc,Bsc Hons,Biochemistry	48	XII		29	29
UG	BSc,Bsc Hons,Botany	48	XII		58	58
UG	BSc,Bsc Hons,Zoology	48	XII		58	58
UG	BSc,Bsc Hons,Physics	48	XII		58	55
UG	BCom,Commerce Progra	48	XII		96	96

	m,Program					
UG	BCom,Commerce Hons,Honours	48	XII		139	139
PG	MA,Ma,Political Science	24	UG		20	19
PG	MA,Ma,Sanskrit	24	UG		18	6
PG	MA,Ma,Hindi	24	UG		15	15
PG	MA,Ma,Music	24	UG		9	6
PG	MA,Ma,English	24	UG		12	12
PG	MA,Ma,History	24	UG		14	13
PG	MA,Ma,Psychology	24	UG		23	22

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				188			
Recruited	0	0	0	0	0	0	0	0	31	143	0	174
Yet to Recruit	0				0				14			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				132
Recruited	81	27	0	108
Yet to Recruit				24
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				68
Recruited	45	3	0	48
Yet to Recruit				20
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	24	111	0	135
M.Phil.	0	0	0	0	0	0	3	19	0	22
PG	0	0	0	0	0	0	3	13	0	16
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	12	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	6	0	8
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	10	0	11
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		0	0	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	508	897	0	17	1422
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	41	70	0	7	118
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	209	236	190
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	63	68	55
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	358	406	366
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	576	718	875
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	216	123	0
	Others	0	0	0	0
Total		0	1422	1551	1486

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The college has been practicing multidisciplinary & interdisciplinary approach to learning. Having conferences and seminars, involving more than one discipline, has been a practice followed for the past many years. For example, a national level symposium titled, “Marginal Studies in India: Revisiting Dr. Ambedkar’s perspectives” was conducted in a collaboration between economics and political science departments. The skill development programs (SDP) that are being conducted with the aim of skilling the students, have also been interdisciplinary and/or multidisciplinary in nature. For example, the SDP titled, “Life skills through Gandhian Constructive Programme”, was carried out by</p>
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environmental and political science departments and attended by students across disciplines. Another SDP on R language was conducted by the Mathematics department with the aim of training students from various disciplines like Mathematics, Economics, Biochemistry and Commerce. The English and Psychology departments collaborated to organise an SDP on gender studies. The students benefit by grasping the themes, issues, and concepts by engaging with different ideas from diverse disciplines. Formally, the CBCS initiated the Multi/Interdisciplinary approach by introducing Generic Elective (GE) courses which is a basket of courses drawn from different disciplines. Each student was given a choice of courses from different streams other than that of their core discipline. The humanities student could take up G.E. courses even from sciences and vice versa. The NEP 2020 has introduced VAC (Value added courses) and SEC (Skill enhancement courses) courses which are also of Multi/Interdisciplinary approach. Even the few discipline specific elective courses from other streams can be opted by the students which brings interdisciplinarity of courses in the forefront. The students from our college get the option for choosing out of the basket of a large number of VAC, SEC, GE and language(AEC) courses, e.g., out of the pool of more than 140 SEC courses, the students were given choices between 75 such courses. In Semester I, DRC offered 27 SEC papers and students got to go to other colleges of the cluster for 15 more. We facilitate our students to opt for the courses of their choice in the college and also in the north cluster knowledge network. Students from the cluster are also availing of this facility in our college by taking up such courses being offered in our college which is the North Cluster of University of Delhi. The students at the time of admission have a choice to enrol into multidisciplinary courses, that is, B.A. Programme, from a wide array of options like, Philosophy, N.H.E, Music, Sanskrit, Psychology etc. The students can choose the discipline as major or minor of their choice. The programme students have an option to do 'honours' in a particular field at the end of four years. Hence, looking at all these opportunities, the students are getting more enriched spaces to grow further.

<p>2. Academic bank of credits (ABC):</p>	<p>Daulat Ram College, being a constituent college of the University of Delhi, follows all the guidelines issued by the University which is an ABC onboarded higher education institution. As per National Education Policy 2020, the Academic Bank of Credits (ABC) has been envisaged to facilitate the academic mobility of students with the freedom to study across the higher education institutions in the country with an appropriate “credit transfer” mechanism from one programme to another, leading to attain a Degree/Diploma/PG-Diploma etc. The college has already implemented the NEP 2020, as per the University guidelines. Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities.</p>
<p>3. Skill development:</p>	<p>The college has been organising skill development programmes (SDP), from the year 2015 onwards for imparting holistic education to the students. It has been the endeavour of our college to strengthen and optimise the capabilities of the students by providing them with multi/interdisciplinary opportunities. The programmes being offered each year are in complete consonance with the vision of NEP 2020 and help in imparting training in vocational and technical skills. These SDPs expose the students to various soft and hands-on skills. One such skill programme, that is proficiency with ICT, was introduced to empower and enable students of the college to continue with teaching-learning process during the nation-wide lockdown that was imposed in March 2020 due to COVID 19. The ICT training took place in two sessions (to facilitate the new batch of first year students). It helped around 2400 students of 2nd & 3rd year in the month of September,2020, and later another similar training session for around 1400 newly admitted 1st year students. The faculty of the college was also given a similar training to facilitate them into taking online classes through various digital platforms like Google Classroom etc. efficiently. We continue to conduct this programme every year for the newly admitted students and the newly appointed faculty in the college through up-skilling of their ICT skills. NEP 2020 has also</p>

highlighted the importance of skill development through the introduction of various skill enhancement courses (SEC) for students at different levels of their undergraduate curriculum. It builds momentum for their future career choices. At Daulat Ram College, we have allowed a choice of at least 75 skill enhancement courses under NEP 2020. For some of the courses our college is also the resource center for which it has bagged extra grant from the University. This year, Daulat Ram College has been recognized as a Skill Development Center with Specialized Skills: Dorsophila and Zebrafish Model Systems by the University of Delhi. In addition to skilling under the University curriculum of NEP, the college on its own also offers various Add-On courses for the students. The seven foreign language courses, the legal literacy programme and Data Analytics with R , prepare students in upgrading their career- related learning. Also, the various cells and societies of the college like cyber cell, debating society, startup & entrepreneurship cell, recycling cell, psychology resource center, poetry society, fine arts, the dance (Indian classical and folk, western) and music (Hindustani vocal and instrumental, western)societies, provide a platform to the students to develop their talents and explore further on the professional front. Many students have attained distinctions in various well-known fields, such as dance & music. Our student, Muskan Srivastava, has been shortlisted to participate in Indian Idol, a popular Television programme. These above-mentioned cells and the placement cell of the college provide our students with internships, which the college facilitates by entering into a memorandum of understanding with such institutions, making it easier to appraise such students for gaining credits as part of their curriculum.

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

The “collective consciousness” of any nation is facilitated by using its own mother language and remaining rooted in one’s cultural ethos. Keeping this in mind, Daulat Ram College has always promoted the use of Hindi in official and day-to-day communication which is vernacular in Delhi.UG courses such as in Hindi, Sanskrit and Music; the Generic Elective and Skill Enhancement Courses in Hindi and Sanskrit are being offered to its students as are around 22 Indian languages.History, political

science, and psychology departments integrate Indian Knowledge System in their respective courses. For example, Indian History helps students remain embedded in the Indian culture by doing courses such as 'History of India Series', and many others. The psychology department teaches a core paper titled, 'Development of Psychological Thought' which includes systems like 'Patanjali's Yoga Sutras' and 'Adi Shankaracharya's Advaita Vedanta' in its curriculum. In addition, the paper of counselling psychology includes Yoga as a psychological intervention for managing stress and anxiety, for example. The Psychology department organized an ICSSR funded international conference titled, 'Integrating Traditional Indian Healing Practices with Contemporary Western Health System' in 2019. It was widely attended by scholars across nations and from various parts of the country. The faculty and students of the college also benefitted from the same. The societies such as the Indian Music Society, Alahyaa; the Indian Classical and Folk Arts Society, Annhad; Gandhi Study Circle; Fine Arts Society; Spic Macay; Theatre Society; Women's Development Cell, provide a platform for integrating Indian Knowledge System. The Rajbhasha Cell of our college is working on encouraging the use of bilingual communication with the emphasis of the use of Hindi Bhasha. From time to time the college organizes seminars to inculcate the Indian culture through our knowledge system. One such Seminar, titled, 'Bhartiya shiksha vyavstha mein Guru-Shishya parampara' was held last year. A number of students and faculty benefitted from it. Yet another very useful workshop titled, 'Svadhyaya, Parikshan aur Pravartan' was also held last year. Certain skill development programs have also been conducted to integrate Indian Language and culture, e.g., 'Vedic Maths' has been a very popular SDP with large number of students attending it. In addition, the SDPs by History department, titled, "Indian Culture and Heritage: Diversity Integration"; 'Life skills through Gandhian Constructive Program" by Economics and Political science departments; and Yog Ananda by Physical Education department has also windows through which the students get a glimpse of our rich heritage. NEP has also encouraged use of Indian languages to be introduced at the undergraduate level. The college encourages its students to choose from a

	<p>wide range of 21 languages within the cluster college framework, for example, Bengali, Punjabi, Tamil, Urdu, Manipuri, Assamese, Telugu, Marathi, Malayalam, Odia, Kannada, Kashmiri, Maithili, Dogri, Nepali, Gujarati.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The constituent colleges of University of Delhi are quite customary in their focus on ‘outcome’ in the curriculum. The Learning Outcome based Curriculum Framework (LOCF), as the name implies, indicates outcome as an important component of its educational programme that was introduced in 2019. Daulat Ram College has been following the same till 2022, from the time of inception of NEP 2020. The LOCF, which is a focused, outcome-based syllabus at the UG level, structured the teaching-learning experiences in a more student-centric manner. Outcome has been an important part of receiving feedback to the learning system. It is assessed not only in terms of gains in knowledge but also in skills, abilities, attitudes and values that a student may gain from a programme. These programmes act as guides, giving direction to students in taking up higher studies or a particular career. The college follows the Mentor-Mentee programme for its students, which has been formalised after the introduction of NEP 2020 curriculum. The ‘Mentor’ directs the ‘Mentee’ in understanding the ‘Outcome’ of each course. It helps in the holistic development of the students. They get guidance in their curriculum, research endeavours, direction for careers, participating in educational and co-curricular activities. The personal issues faced by students, like the psychological and/or physical problems, which may be hampering their progress are also focused.</p>
<p>6. Distance education/online education:</p>	<p>The onset of the nation-wide lockdown due to COVID 2019 in March 2020, made educationalists think of different ways to keep their student-population engaged meaningfully. Decision to take online classes was made by the University of Delhi as well as by its constituent and affiliated colleges. The faculty and the students were given ICT training immediately in LMS tools like Google Classroom, Zoom, MS Team, etc. Institutional e-mail IDs were created for the students and faculty to be able to resume the teaching-learning process. The entire process of admissions, teaching, internal assessment, carrying out practicals through online</p>

demonstrations, open-book examinations and their evaluation was conducted online. College teachers compiled reading material for the students that were uploaded on Google Classroom for their easy access. Many national and international webinars and talks were also organised. Independence Day, Republic Day, Teacher's Day, Mental Health Day, Yoga Day were also celebrated and observed online during this period, for almost two years.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, it is a NSS unit.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The NSS Convenor and its faculty members and the student President and the executive members take the responsibility of generating awareness amongst the students and staff regarding the relevance of the electoral process. The executive members (staff and students) represent the diverse sections of the students across class, caste, gender, ethnicity, region, religion, community and culture.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Several activities have been organised by NSS unit, such as Voters' Awareness Campaign launched by the chief election officer (2018-19), a Bilingual Speech Competition and Poster Making Competition. A Voters' Awareness forum session was organised to educate the students about the voting process and its technicalities. The college provides safe and fair means to conduct the process of elections to its students by making available the EVMs. Every year, an oath-taking ceremony is organised on 25th January, to mark the National Voters' Day. Many activities, for example, Ambassador Training Programme were conducted on 7th January 2020. A slogan writing competition on 'Importance of Voters' Education and Participation' was also conducted.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in	Awareness generating programmes are carried out on a regular basis to educate the students and staff regarding the relevance of the democratic process of elections. Students of the Department of Political Science have been part of several election studies and

<p>electoral processes, etc.</p>	<p>surveys conducted by Developing Countries Research Centre, University of Delhi. The findings of such studies have been published by the centre.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The forms for registration as voters are provided to the students by the NSS unit which are then submitted to the Municipal Corporation of Delhi. In addition, pledge taking ceremony is held every year on National Voters' Day, on the 25th January, to mark the relevance of voting.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4429	4671	4472	3991	3971

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 287

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
187	182	188	188	184

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2612.78	1768.05	1255.82	1798.92	1057.32

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

- The IQAC invested in planning and implementing the **Academic Calendar** to facilitate student's involvement in various programmes. Around **1000 students** were trained annually in **ICT Tools and use of Google Classroom/e-contents/e-resources** to enable learning from blended mode (offline and online teaching). Around **30 in-house Skill Development Programmes** (discipline-specific and interdisciplinary) were conducted to enhance students' skills to develop creative ideas, critical thinking, and inter/multi-disciplinary understanding of the subject. Regular training programmes such as **14 Faculty Development Programmes for teachers** and around **8 Capacity Building Programmes** for non-teaching staff engaged them with several ideas and perspectives that transcended the conventional boundaries and enriched their understanding, participation and performance, contributing to the progress and ranking of the college.
- The **Teaching Programme Committee (TPC)** developed **novel pedagogies of everyday teaching-learning** which contributed immensely towards **holistic growth**. It approved the **workload of various departments** and coordinated with the teacher-in-charge to **plan implementation of the course curriculum in a stipulated time period**. **Orientation Programmes** on various papers were held at the beginning of the academic year to **enable students to make their choices of papers** in DSE, SEC, VAC, AEC, and GE in various semesters. Under the **NEP-UGCF programme**, students were assisted in designing **their own courses** by choosing from the basket of courses offered by the college and cluster colleges. TPC **ensured that regular lecture classes** were held as per the **timetable** to complete the coursework. **Tutorial classes** for continuous revision, clarification and guidance improved the writing skills of students. **Practicals** were held regularly to provide experiential learning/hands-on skills and evaluate their practical skills and knowledge. **Reviews and suggestions** by teachers enabled students to improve their understanding and performance. **Study materials** (essential and additional readings), PowerPoint presentations, videos, and question papers from previous years were **uploaded on Google Classroom**. Copies of question papers were available in the library.
- As an integral part of academic pursuits, the **Library** added **a large number of books, alongside access to online journals, and periodicals, and developed a digital database which enriched the existing corpus of over 1 lakh units**. A rich **Braille Section** was useful for the visually impaired students. The **Enabling Unit** facilitated academic and extracurricular activities for specially-abled/differently-abled students. Lessons recorded in English and Hindi helped students during the pandemic. Scribes were arranged for the students during the examination.
- Well-equipped and technologically advanced laboratories such as **Zebrafish Lab Facility, Drosophila Resource Centre, and Psychology Resource Centre** facilitated departmental projects (sponsored by Star Innovation Project -University of Delhi and UGC) which provided

experiential learning to the students. Around **60 discipline-based and inter-disciplinary workshops and conferences** provided an opportunity to develop an inclusive understanding of relevant issues beyond the classroom. **Field visits and heritage walks** by various departments led to exhilarating moments in the history of knowledge building.

- **Internal assessment of 25 marks** included assignments, class tests, term papers, projects, group discussions and presentations for mapping and improving student's performance. The **Moderation Committee and Monitoring Committee for Internal Assessment** examined that the assessments were fair and reasonable.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 29

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 19.56

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
880	1197	734	725	677

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

- The institution strived to build **an inclusive, egalitarian, student-friendly, and gender-sensitive space, wherein the students were trained to inculcate human values** and grow as socially responsible and empowered citizens. To consolidate professional ethics and social values, various departments organised **inter-disciplinary value-based education** programmes such as conferences, seminars, talks, panel discussions, workshops and field visits which cultivated an **inclusive learning space** - peer group learning, enhancing holistic growth and development of students. They were trained on the **integrity of research work** generating awareness of plagiarism, misrepresentation of facts, patent rights etc. **The Psychology Resource Centre** provided resources to students and staff through **Mental Health Centre, Counselling Centre, Positive Psychology, Capacity Building and Value Education**.
- Several **discipline-specific and interdisciplinary courses** such as core courses, generic electives, ability enhancement courses, skill enhancement courses and value addition courses **educated students on human values** such as human rights and social duties, freedom, equality and equity, justice as fairness, **identity, dignity and empowerment**, social harmony and peaceful co-existence, ethics, truth and tolerance, **good governance, social responsibilities and best practices**, social democracy, **multiculturalism, inclusiveness** and global justice. They engaged in creative thinking and a comprehensive understanding of the complexities and debates on issues that include divergent, **plural, and multiple viewpoints/perspectives** and interpretations, ideas,

imaginations, thoughts and analysis.

- Various societies under the **Extra-Curricular Activities Committee** such as **Debating, Dramatics, Fine Arts, Film and Photography, Music and Dance, Quiz, Poetry, and Fashion Societies** contributed in many ways to the continued endeavour in enhancing **social, cultural, ethical and human values** in students. **Various cells, clubs and units** such as **Gandhi Study Circle** inculcated the spirit of synchronization and reconciliation, co-operation, self-reliance and self-determinism. The **Eco Club** and **Recycling Unit** contributed to zero-waste management, kept the college green and clean, conserved natural resources to sustain biodiversity and ecosystem, reduced soil degradation and other resource depletion, encouraged rational usage of resources, alternate sources of power, and plantation drives which aimed at achieving the goals of sustainable development. **Social Outreach Programmes** by **NSS** involved students in various activities of social service-/community outreach, plantation drives, awareness campaigns and activities on cleanliness and hygiene. The **Swachhata Committee** initiated several cleanliness drives to generate consciousness. The **Enabling Unit** and **Women Development Cell** generated awareness about discrimination based on disability and gender and educated students to develop a comprehensive understanding of women's rights, development and empowerment. **Gender Champion Cell** created positive social norms to improve the well-being of men, women, and others to achieve gender justice.
- **SPIC MACAY programmes** inspired young minds to cultivate the values embedded in Indian heritage, art and culture. Diverse cultural programmes by the **Northeast Cell** fostered greater cultural, regional, and linguistic inclusivity.
- **Celebration of Independence Day, Republic Day, and Constitution Day**, commemorated the significance and strength of **democratic values and principles enshrined in the constitution** to secure the diversity of the nation, multiculturalism, social justice, liberty, basic rights, equality and promote fraternity for the unity and integrity of the nation. Other days of national significance were also celebrated with fervour.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 40.73

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 1804

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

<p>1.4.1</p> <p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p>	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 97.63

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
1540	1692	1692	1459	1354

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1692	1692	1692	1495	1354

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 82.82

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
809	891	778	676	577

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

2022-23	2021-22	2020-21	2019-20	2018-19
1008	1008	1008	810	671

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

<p>2.2.1</p> <p>Student – Full time Teacher Ratio (Data for the latest completed academic year)</p> <p>Response: 23.68</p>

2.3 Teaching- Learning Process

<p>2.3.1</p> <p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process</p>

Response:

- To inculcate **innovative and creative thinking**, skill up-gradation, as well as to develop an interdisciplinary approach, **in-house Skill Development Programs** were organized under the aegis of IQAC. Students were skill trained to enhance subject-based skills, life skills and learning abilities to make them job ready. In the calendar year 2021-22, **8 SDPs** were organized for students on topics such as to R language, Bioinformatics, Health, Wellbeing and Productivity to name a few.
- Along with traditional pedagogy, many **workshops** were organized to provide additional hands-on practical training. In calendar year 2021-22, **8** such workshops were organized on topics such as writing skills, cybersecurity, animal model systems etc.
- **Case studies and micro-research projects** enabled the students to critically reflect on the curriculum content and adopt a problem-solving attitude. **Classroom activities like role play, group discussions and film screenings** helped students in **experiential learning**. **Critical thinking** is encouraged through journal clubs and research papers discussion.
- Students have been engaged in **research work** in well-equipped and technologically advanced laboratories such as **Zebrafish Lab Facility, Drosophila Resource Centre, and Psychology Resource Centre, Recycling Unit** which facilitates major research projects sponsored by DRDO, DU Innovation and star Innovation Projects, DBT star college projects, and private fundings.
- **ICT tools and applications** are employed to solve problems in mathematics/ statistics/computer science/commerce through appropriate software and programming skills, like Tally, SPSS, LaTeX, Mathematica, R, TORA etc.
- The existing **ICT infrastructure** enabled the College to seamlessly adapt to the online mode since the onset of Covid-19 pandemic. With the ongoing Covid-19 pandemic, the college used online platforms such as Google Classroom, Google Meet and Zoom to facilitate enriched teacher-student interactive interfaces.
- Each college department organised **in-house Skill Development Programs on ICT Tools** to help students learn and adapt to the online teaching-learning process. The college provided laptops to those who were in need.
- Teachers used **ICT-enabled Smart Classrooms** with projectors, whiteboards, latest audio-visual equipment and Wi-Fi connectivity to amplify experiential learning.
- **Virtual tools** such as Google Classroom, Google Drive, YouTube, Zoom, and Google Meet have enabled the integration of flipped classrooms **and blended learning**.
- Virtual platforms also helped teachers to carry out **continuous assessment** through quizzes, presentations, and assignments.
- Written assignments/ project reports/class tests/presentations were evaluated and graded as part of the **internal assessment**.

- Electronic resource packages like **INFLIBNET, DELNET and National Digital Library** were effectively used by teachers as well as students to enhance the teaching-learning experience.
- The college facilitated visually impaired students to get **computer-aided training. A dedicated Braille section** with **4** computers, **340+** braille books, online braille library access, **Daisyplayer** for recording and laptops with unique apps and software like **NVDA** helped these students for better learning and study material accessibility.
- A holistic understanding of the lab-based subjects was developed through lab experiments performed individually by each student.
- **Mock practical exams** enabled the students to assess and improve their performance.
- Alongside curricular development programmes, participation in **International and National Conferences, Seminars, Symposiums, and Colloquiums**, and presentation of research posters/papers under guidance of mentors.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 98.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
188	188	188	188	188

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 98.82

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
187	180	186	185	180

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

- Daulat Ram College follows **Ordinance VIII** of the University of Delhi to efficiently conduct the Internal Assessment and the External Assessment of all the offered courses. After the implementation of **NEP 2020**, the college seamlessly adopted the amendments to the Ordinance.
- As per **Ordinance VIII- E** in **LOCF**, **25%** of the maximum marks for **theory papers** undergraduate courses are assigned for **Internal Assessment** and the remaining **75%** marks for the **End-term University Examination**. For **practical papers**, **50%** of the maximum marks are assigned for IA and **50%** for end-term exams.
- **External examinations** for all the papers are conducted (setting up of datesheets, question papers and assessment of papers) at the end of each semester by the University. **The result** is declared on the University website.
- In case of any **grievance** related to the result of external exams, the student can fill the online form on the University's website, pay the fee and get their papers **rechecked/ re-evaluated**. The revised result is again declared on the website.
- For **Internal Assessment (IA)**, the weightage is as follows:

Class Test = 10% of total marks

Assignment/Presentations= 10% of total marks

Attendance= 5% of total marks

- The college has a **tradition of Mid-Semester Exams**, but it was discontinued from March 2020 owing to Covid 19 pandemic and staggered university calendar.
- The students of the college were updated about the mechanism of their exams through the college website, orientation programmes, classrooms and virtual apps.
- Students learned to complete the assignments/term papers/answers to **reflect critical/analytical thinking** without resorting to **plagiarism**.
- A **continuous and comprehensive assessment** through activities such as **presentations, group discussions, role play, quizzes, assignments/projects, book review, etc.** enabled teachers to assess the course outcomes and their suggestions helped students to improve their understanding and performance.
- **Attendance** is an integral part of internal assessment. There is 5% weightage for regularity in attending lectures and tutorials and the credit is as follows:

More than 67% but less than 70% - 1 mark

70% or more but less than 75% - 2 marks

75% or more but less than 80% - 3 marks

80% or more but less than 85% - 4 marks

85% and above - 5 marks

- The students who wanted to improve their performance or missed their Internal Assessment due to medical issues, or some unavoidable circumstances were given a chance to write the retest. **NSO and NCC cadets are exempted from attendance**, and their IA is scheduled as per their convenience.
- **The Staff Council Committee**, a statutory body of the college, constituted the **Moderation Committee** (the Principal, Vice-Principal, Staff Council Secretary, Bursar, and Teacher Program Committee Convenor.) at the college level and **Monitoring Committee** at the departmental level to ensure the grievance redressal.
- The college provides **Scribe** facility for its Visually Handicapped students.
- Practical/IA marks are uploaded on the **e-Samartha portal** by the college administration before external exams. SEC, VAC and AEC are continuously evaluated at the college level and marks uploaded on e-Samartha portal.
- The entire process is time-bound and efficient.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

- The University of Delhi highlights the **Programme Outcomes** and **Course Outcomes** in the **syllabus** section on the website.
- The outcomes of various undergraduate programmes offered by the institution were explicated in the department profile of college **Information Bulletin** which was uploaded on the college website.
- College organized an **Orientation Programme** for incoming students about various options and Programme Outcomes (POs) and Course Outcomes (COs) of various course options available to them so that students can make an informed choice.
- Various departments also organized **orientation programmes** for students to provide an overview of the course curriculum and its outcomes.
- Apart from the core papers, students also attended orientation for **General Elective (GE)**, which

helped them make informed choices. With the implementation of **NEP 2020**, the college also conducted orientation programmes for papers like **Value-Added Courses (VAC)**, **Skill-Enhancement Courses (SEC)**, and **Ability Enhancement Courses (AEC)**.

- The college is **North Cluster Network Nodal Center (14 colleges/ departments are part of the north cluster)**. The students have the opportunity to take SEC/VAC/AEC courses which are not available in DRC in North Campus Cluster Network. **21 Modern Indian Languages** are available to students to choose for their AEC. The students from other North Campus colleges also take courses in Daulat Ram College which are not offered in their parent college.
- **Staff Council Committee**, a statutory body, nominated the **Faculty Coordinators** for GE, SEC, VAC, and AEC at both college and departmental level. Any grievance or discrepancy regarding these papers were directly addressed to the respective coordinators.
- The **Help Desk Committee** and **Grievance Committee** comprise of faculty members from different departments. The Committees provided support and assistance to students related to their programmes and courses.
- **Student Alumnae** were invited by respective departments to interact with the students to give them first-hand information about the programme and course outcomes and inspire them with their journey and career path.
- Each department was encouraged to organize **Career counseling** across disciplines to provide space for inclusive learning and interaction with peer groups to comprehend various career options.
- Students were educated regarding the **multiple avenues for career** in Research, Teaching, Civil Services, Journalism, Law, NGOs, industry and other agencies.
- **Students interned** with various institutions while pursuing graduation as well as availed the merit-based scholarships.
- Teachers organized as well as participated in the **Faculty Development Programmes** and **Capacity Building Programmes**.
- Students were trained to promote the subject skills, life skills, and learning abilities in the in-house **Skill Development Programmes** with an interdisciplinary approach through various methods including ICT tools.
- A **Centre for Foreign Languages** in the college offers part time Certificate/ Diploma/Advanced Diploma courses in Foreign Languages in French, German, Spanish, Italian, Chinese, Japanese and Korean to facilitate a comprehensive growth of the students and their career enhancement.
- **Visually impaired students** were granted **scholarships** to facilitate their learning experience.
- **The Placement Cell** provided recruitment opportunities to the students. It aims at accelerating the career of the students by bringing many reputed companies for **internships and placement drives**.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

- A rigorous process of **continuous evaluation** of the outcomes of various programmes and course curricula was implemented.
- After the implementation of **NEP 2020** in 2022, as per the **Amendment to Ordinance VIII** of the University of Delhi, the activities conducted in **tutorials shall be assessed and recorded through continuous assessment**. Some of such activities are literature review, book review, movie review, project activity, research cum presentation, creative writing/paper writing, group discussion, problem solving exercises, innovative projects, or any other scholastic work related to application of conceptual understanding of the subject.
- Teachers designed **Lesson Plans** for all the courses/subjects at the beginning of each semester to ensure that the pedagogy is in sync with the **Programme Specific Outcomes**.
- **Regular tutorial/revision classes** were held to clarify doubts and guide/mentor students to achieve academic excellence and promote various career options. The teachers employed different mechanisms and strategies to assist the slow and advanced learners to better achieve the POs and COs.
- **Special/extra classes** are held at the request of those students who are lagging behind as they may either be slow learners or find it difficult to grasp certain topics due to language problems.
- **Discussions** on topics that are not included in the syllabus but are related ones are also taken up for the benefit of the advanced learners. Most students find this very useful.
- Group discussions, debates, presentations, project reports, written assignments, term papers and class tests were some of the evaluation strategies to assess the understanding and performance of the students.
- **The suggestions/reviews** on the assignments/class tests by the teachers enabled students to improve their performances in the University semester examinations.

- A comprehensive understanding by **integrating theoretical knowledge with empirical experiences** at the ground level as possible through organizing intra and inter-college workshops, in-house skill development programmes, seminars/webinars, online talks, discussions, conferences and symposiums across disciplines.
- Students availed the opportunity to learn outside the classroom by **interacting with the resource persons/subject experts** which strengthened multidimensional perspectives/holistic understanding of the course curriculum/discipline and career avenues.
- **The Placement Cell** of the college was active and worked with dedication and enthusiasm to provide top internship and recruitment opportunities to the students.
- **The Entrepreneurship Cell** aimed at expanding the commerce and finance knowledge of the cell members, along with informing them about possible scenarios and problems that a budding entrepreneur may face in the journey of business set-up.
- College provided a **Letter of Recommendation (LOR)** to the students who required it for their future endeavors.
- **Student Alumnae** coming back for degree verification reflected good index. **Progression data** of various departments emulated students' future endeavours in the field of job opportunities, start-ups, higher studies and research.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 95.99

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1389	1207	1235	1113	1129

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1438	1231	1258	1182	1218

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 2.76

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 125.22

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2	9.215	35.62	10.317	68.07

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Ecosystem for innovations:

- **International conferences(4):** Traditional healing practices, microplastics & their remediation, biodiversity conservation, and infections & immunity.
- **National conferences(5):** environment & sustainable development, annual Youth conference Mutasir
- **National Seminar(2):** Paryavaran Chintan: Bharatiya Drishti, World Environment Day
- **Workshops(6):** learning gardening techniques, developing the herbal garden, Wildlife conservation management, ecological justice, environment protection

- **National workshops(2)** on raising awareness on urban air, recycling waste
- **Resource centers(3):** Zebrafish & Drosophila model system, Psychology resources for career, research, health, & flourishing.
- Resource generation from waste and waste management at recycling unit

Indian Knowledge System

- **Value Engagement Programs(4):** Values for health, well-being & flourishing
- **International webinars(3):** on the Relevance of Indian Philosophy to contemporary Western philosophy
- **Seminars(11):** philosophical Significance of Manusmriti, Ancient Indian chronology, Nyaya Vaisheshika, self-reliance, Indian culture, diversity, heritage integration, constructive program on Gandhian perspective
- **National webinars(6):** on a quest for happiness with insight from Upanishads; Vedic scholars, Ayurvedic relevance, yoga for holistic development

Awareness about IPR

- **Capacity building workshop series (5):** on intellectual property rights & Bioresources
- **Seminars (10):** Legal awareness, Law workshop; cyber crimes, laws & security; freedom of speech, from what wrong to whats strong, Financial independence & stock market, Economics of International business, monetary policy framework in India, basics of income tax & tax filing

Incubation Center: Entrepreneurship and Innovation:

- **EISC(Entrepreneurship & Innovation Startup Cell)** was established in 2022-23, and registered with the Ministry of Education's Innovation Cell to encourage an entrepreneurial mindset. The college runs an Entrepreneurship Cell, Finance and Investment Cell, and S-Marketing Cell that organizes activities on financial concepts, marketing techniques, business plans, business conclave, and startup expo.

Other initiatives for creation & transfer of knowledge/technology

- **International webinar(5)** on Indian women & career in science, International trade, TED talks, public health
- **Research method seminars/workshops(15):** research skills, survey, data transfer/analysis, pedagogy, mathematical modeling, current trends in research, SPSS, Big data analysis, behavioral

economics, graph narratives, application of econometric methods, blockchain technique

- **Add-on courses(23):** Data analysis with R, Legal Literacy, (21)Foreign Languages,
- **National workshops (3)** by Physics, Economics Department and NSS
- **Creative workshops(5):** coffee art, mandala, raag-e-khan poetry, Arz-e-zaban, ras-ragini
- **Seminars(6):** economics of education, media & digital literacy, higher education, New education policy, material science and Nanotechnology,
- **FDP:** Positive Education, Survey Research etc.
- **Capacity-building workshops** for non-teaching to promote health & productivity, for visually & physically challenged students, **One month FIP for teachers**
- **Skill Development Programs/workshops:** teaching skills in using ICT tools, lab techniques, photography, filmmaking, transfer of technology, electronic skills & applications,
- **Health initiatives:** workplace, ergonomics & Health, cancer, Alzheimer's, menstrual hygiene, women's well-being, sexual health, PCOD, sleep disorder, disease prevention, natural remedies, mental health awareness ADS,
- **Northeast India:** cultural heritage

Outcomes evident

- Wellness through yoga, healthy lifestyle, mental health initiatives, ayurveda, coping with COVID-19 challenges, Vaccination, overcoming taboo to seek mental health services, treatment for PCOD
- Sensitization programs for gender, persons with disabilities, safety for women, mental health care
- Webinar: guidance for preparation for competitive exams, content writing, career options, economics of education(NEP), job interviews, public speaking

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 38

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	10	6	7

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.66

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
67	48	31	24	20

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	37	27	25	23

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

319 extension activities and outreach initiatives were carried out by NSS and NCC to facilitate holistic development and awareness of social issues.

Instilling Nationalism & Indian Heritage:

- Participation in National Integration programs on Azadi ka Amrit Mahotsav, Parakram Parv, Rashtriya Ekta Diwas, Kargil Vijay Diwas, National Unity Day, unity run, National camps on Ek Bharat Shreshth Bharat, visit National War Memorial, para slithering, PM camp, jalsa, republic & independence day celebrations inspired national development as active citizens.

Vigilance Awareness Week:

- Essay writing, poster making, slogan writing activities on integrity pledge taking, project parwah, webinar on data protection spread awareness about corruption, protection of rights, IPR awareness, and voters' rights.

Physical Fitness

- Engagement in physical activities such as the Delhi Cyclathon, fitness challenge activities, International Yoga Day, and training programs in yoga.

Women empowerment

- Through Capacity building workshops on child sexual abuse, awareness of women's rights, self-care, elimination of violence against women, conferences on women's health and wellbeing, challenging roles of women, and celebrating the contribution of Women of India through talks, art & cultural activities.

Safety & Social Justice initiatives:

- National Road Safety awareness programs were organized in collaboration with Delhi Police via video/live demonstrations on safety and self-defense training. Celebrating World day of Social Justice helped to instill consciousness in youth about social justice.

Youth & Gender sensitization

- In collaboration with Bharat Uday teaching of Swami Vivekanand was imparted on National Youth Day inspiring values for holistic development. Gender sensitization was initiated through

gender sensitivity and pride awareness programs by engaging students in slogan writing, poster making & seminars for social harmony & acceptance.

Environmental awareness & protection

- Cleaning banks of River Yamuna under Clean India initiative, tree plantation drives, Rashtriya Swachta Abhiyan, talks on ills of single-use plastic, Waste collection drive, Swachata Pakhwara awareness campaigns, Shramdaan managing best out of waste, recycling waste, project Avni, making of masks during covid-19, world cotton day.

Community contribution

- Adoption of Sangam Vihar village to educate the people, literacy & community wellbeing programs in families of Delhi Police. Community outreach during COVID-19 as helpdesk, anti covid taskforce, social media awareness about precautions & need for vaccination were carried out.

Health awareness

- International conferences, talks, Paper presentations, seminars on Mental Health Day, ADS awareness programs, counseling services, the art of living courses, detoxification of stress and Cancer Day helped to spread health awareness.

Education /literacy drive

- lectures on International Literacy Day helped to reach out to the community and share the importance of being literate, Agroha Vikas Trust provided scholarships for VCS students, Bi-lingual essays, speech, poetry competitions, Project Pakhi, International day of sign language, webinar on NEP provided information on the change in the Indian education system with a liberal outlook.

Contribution to society/community building

- Donation of stationary, food, clothes & blood donation camps for the society.

Sensitivity towards Animals

- Sensitivity and kindness to animals were initiated by Dragon Fly festivals, Shelter Stray Drive, Project Itminan, Butterfly Festivals, National Dog Day, providing food and shelter and the need to adopt animals.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

25 awards have been received from Government and government-recognized bodies for extension activities organised by the College.

- **National Award : 2nd APJ ABDUL KALAM National Dedication Award was received by Prof Savita Roy, College Principal in 2021 as (Corona Warrior) in the field of education by the Government.**
- **Gold Medal has been received** in combined Annual Training Camp by NCC by the Government of India in 2018-2019
- **Silver Medal** has been awarded to NCC by the Government of India in a combined Annual Training Camp in 2018-2019
- **Gold medal** in excellence in the field of NCC & ECA was awarded by ABVP & DUSU's Swayam Siddha-Women felicitation program held on 14th August 2018
- **First, Second, and Third Prizes have been received in** poster poster-making competition on stopping spinal cord injury from the Indian Spinal Injury Centre in 2018-2019
- **The college was awarded Second Prize** in Nukkard Natak from Jamia Millia Islamia University in National Integration Camp in 2018-2019
- NCC unit of the Daulat Ram College was selected for PM Rally, Government of India in 2018-2019 and was awarded the **NCC Award** for Commendable Performance by NCC in PM Rally on 4th February 2020 by Lf Govenor Mr.Anil Baijal
- **Officers Training Academy Gwalior awarded the Excellence** certificate for best Academics in NCC to Daulat Ram College NCC faculty Dr. Suparna Jain Thakur of Delhi Directorate in 2020-2021
- **The college also received the Rula Award** 2020 for International Innovation, Betterment & Excellence in Research Activities by S.Abhutajir director IJRULA & RULA Awards
- **College was awarded the Tagore International Film Festival award certificate** for Achievement for the" Last Letter" 2020-2021

- **The Commandant's Gold Medal** for standing first in order of merit in NCC was awarded to ANO Lt.Dr.Suparna Jain Thakur by Brig.R.S.DAdwal,Commandant,Officers' training Academy,Gwalior2020-2021
- **The best ANO** of the course trophy in NCC was awarded to Lt.Dr.Suparna Jain Thakur in 2020-2021
- **Sharma Cup** for standing first in academics in NCC was awarded to Lt.Dr.Suparna Jain Thakur by Brig. R.S.Dadwal, Commandant,Officers' training academy, Gwalior,2020-2021
- **Plaque of Honor** for standing first in the order of merit in NCC was awarded to Lt.Dr. Suparna Jain Thakur by PRCN course, 2020-2021
- **Director General Medallion** was awarded to NCC by the Government of India in 2021-2022
- **Director General commendation card** for received by NCC by the Government of India by 2021-2022
- **LCPL Sezer an additional** Director General award was received by NCC in PM Rally in 2022
- Received the Second Position in Republic Day Camp in 2022-2023
- NCC of College was selected for the Para Slithering Camp in 2022 by the Government of India.
- Prof Meetu Khosla received excellence award for teachers in service in colleges age above 45 Years from university of Delhi in March, 2023.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 27

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	6	6	7

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

<p>3.5.1</p> <p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Response: 80</p>	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Academic

- The college has 57 classrooms,
- Well-furnished and fully equipped 26 laboratories, 2 computer laboratories, Placement Cell, NCC and NSS offices.
- The college has a well-maintained teacher's study room equipped with a computer facility, lockers, and Wi-Fi; used for research, prepare lessons, and for reading.
- Four Psychology Laboratories and Resource Center.
- One Drosophila Resource Centre and Zebrafish lab facility.
- Library with Total Books: 1,01703.
- Braille Equipment: ANGEL DAISY PLAYER (30).
- **Braille Books: 400+.**
- Computers: 924.
- Smart Boards: 7.
- Smart TV: 4.
- Projectors: 33.
- The Administrative-Block of the college includes the Principal's Office, Accounts Office, and Administrative-Office.

Hostel

- College Hostel, one of the best hostels in North Campus of Delhi University, offers modern amenities, including air conditioning, laundry, Wi-Fi, computer room, medical room, lawns, and gardens, to its 200 undergraduate residents.

Sports

- Sports Complex that provides facilities for indoor and outdoor games, gymnasium, treadmill machines, yoga center, steam room etc.

Emergency and Safety Facilities

- College has fire safety measures in place, including fire extinguishers and a fire safety plan.
- For the safety of the students and monitoring purposes CCTV Cameras have been installed near College Entrance, Corridors, and in the various corners of the campus.

Campus Connectivity

- The college provides last-mile connectivity to metro stations by offering barcode-scanned bicycles for hire within campus, which can be deposited by the students at any of the five centers in North Campus.

Infrastructural Facilities

- The college has a medical room with an attendant nurse and first aid facilities available from 9:00 AM to 5:00 PM.
- College has a Lift facility for specially abled students and teachers used as per the requirement.
- The college has on-campus banking facilities, including a branch of Indian Overseas Bank.
- The college has a Counselling Centre.
- The college administration, along with the caretaker, maintains all facilities, creates maintenance schedules, allocates jobs, and addresses maintenance issues via complaint registers kept in the principal's office.
- **Staff Room** for the staff.
- Ample number of **Washrooms** .

Food and Nutrition

- The college canteen offers a varied menu of healthy and nutritious food at subsidized rates, including cooked meals and branded packed snacks.
- Recently the college has provided a new Amul shop that sells dairy products and healthy supplements, along with a wide variety of food options.
- Parking facility is also available for staff vehicles.

Infrastructure for Cultural activities and Seating Capacity

College has a strong tradition of cultural activities. To facilitate it, the college has:

- Auditorium with seating capacity of 1500 persons and green rooms is allotted for the programs of the college on the basis of availability; it is also being used to conduct examinations.
- Committee-Room (with the seating capacity of 25 people).
- Conference hall (with the seating capacity of 100 people).
- Seminar-room (with the seating capacity of 150 people).
- Library Reading-Hall (with a capacity of 80 students).
- Amphitheatre (with the seating capacity of 100 people).
- Front Lawn that is generally used for some common programs of the college like celebration of Independence Day, Republic Day or any other open gathering whenever required.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 0.86

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
17.89	11.63	11.72	7.71	23.88

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

- The College maintains a **spacious fully air conditioned Library with an area of 10174 Sq m.** and utilized by the faculty members and students to enhance their knowledge.
- The College Library possesses an **excellent collection of more than one lakh books, 22** magazines and free access to DULS (E-library)
- The college library promotes the Open Access initiatives and provides various **Open Access platforms of research journals of national and international repute.**
- Digital devices are used at the entrance of the library for **maintaining the record of user footfalls.**
- A digital receipt is automatically generated and sent to the registered email of the user whenever the books are issued and returned.

- Library is well equipped with a **reading capacity of around 150 readers** including students and teachers and is duly Wi-Fi enabled.
- The Library is **open from 8.30 am to 6.30 p.m.** everyday, including Saturdays and Sundays (half day).
- Digital resources are available on **25-30 computers with internet connectivity.**
- **The OPAC module** of the software allows for a full search of the library database by entering preferred terms, making information retrieval a seamless process. The entire library is accessible remotely as well.
- Library has the **membership of N-LIST (INFLIBNET)** and recently got the membership of DELNET also.
- Students and Teachers can **avail the benefit of DELNET and N-LIST services.**
- Library boasts of a **separate Braille Section** with softwares such as **NVDA, Talking Digital Pocket device (Daisy Player), E-Book Reader, MP3 Player** for the benefit of **di?erently-abled students**, especially Visually Handicapped.
- The **facility of braille digital library** is provided to all the specially abled (Divyaanga) students and staff.
- The unique collection of the library is the **braille version of Srimad Bhagwad Gita**, Braille books of different disciplines, along with diverse publications of staff and students.
- Library is using **D-space (institutional repository software)** for creating a college repository of faculty publications and student publications, and other associated activities.
- Library has **the subscription of 11 newspapers** (in both English and Hindi languages)
- In addition to the existing facilities of the library, it offers access to significant information resources like **Cybercrime - (TAF COP), Women Empowerment, Divyanga Saarthi, UTSAV**, online access to national and international free courses.
- The College Library Committee organizes workshops on a regular basis to spread awareness on latest technologies and tools, used for the research purposes.
- Library offers **internship programmes** for the library and information science students of different universities. Around 25 students were offered the internships.

Name of the ILMS – KOHA Library Software (latest version)

- Year of Automation (December 2022)
- The older version TROODON Version 4 (from 2003 up till December 2022)

- Technology: Barcode
- Partial / fully - Fully Automated
- Available bandwidth: ? 50MBPS

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

- The institute has always given priority for up-gradation of IT facilities.
- Regular updating is done in facilities at institute level as well as department level.
- The institute regularly updates the internet connection every year and as of now, the available internet bandwidth is more than 50 MBPS.
- The college has 2 sets of hardware-Delhi University (DU) internet based hardware and broadband hardware.
- The college has a dependable Wi-Fi and LAN network that extends throughout the campus. This makes it possible for faculty, staff, and visitors to use the internet and other resources.
- The speedtest report of DU Network is around 92.0 Mbps for download and 79.9 Mbps for uploads.
- The speedtest report of broadband hardware is 77.1 Mbps for download and 34.5 Mbps for

uploads.

- Institution has a total of 924 computers for students & staff.
- The college has 7 Smart Boards 4 Smart TVs and 33 projectors
- The Smart TV and Camera Provision for live recording are available in the committee room for smooth functioning of communication
- The college has well-equipped computer labs with the most recent machines and equipment.
- The labs are connected to the Delhi University intranet and offer internet access.
- The Mathematics computer laboratory has licensed UBUNTU version 8.1 and licensed SPSS for students and faculty.
- The Commerce computer lab and Mathematics computer lab have around 40 computer terminals each.
- The labs are well equipped with smart board and projector facilities.
- The institute purchases printers as per the requirements given by the departments.
- The OPAC module of the software allows for a full search of the library database by entering preferred terms, making information retrieval a seamless process. The entire library is accessible remotely as well.
- The office IT resources are sufficient to serve the college's operational and instructional requirements.
- Uninterrupted power supply is made accessible on campus for uninterrupted internet access.
- Students and Teachers can access online resources like e-books, journals, and databases
- All computers on the college network are protected by antivirus software that is up to date.
- At the end of each term, internet-connected PCs are formatted to get rid of any malware or temporary files.
- Computers that are no longer in use are replaced, and new ones are purchased.
- Outsourcing IT-related equipment maintenance provides a cost-effective way to ensure that the equipment is properly maintained.
- The college has installed software on PCs in accordance with the needs of several departments. This ensures that students and faculty have access to the software. Students and Staff members are taught the ways and means to use IT resources securely and ethically by the college.

- The college provides the facility of photocopy large-scale printing and spiral binding activities, ensuring that the demands of students, teachers, and other stakeholders are satisfied as per requirement.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 4.79

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 924

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 0.72

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
8.16	37.69	5.25	6.67	3.66

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 13.24

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
820	577	617	365	472

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 36.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
1716	1559	2536	1219	778

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 21.31

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
175	243	300	257	319

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1389	1207	1235	1113	1129

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 4.16

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
26	55	32	40	46

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 422

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

2022-23	2021-22	2020-21	2019-20	2018-19
128	104	40	58	92

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 57

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
58	82	49	54	42

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The **Alumni Association** registration process is currently underway, yet the college's alumni have made substantial and diverse contributions to the institution's advancement:

Guidance and Motivation: Alumni are esteemed guests, frequently gracing special occasions, notably the Annual Function, where they serve as a source of motivation, guidance, and inspiration for students, encouraging their progression within the college. As chief guest at the annual function, Prof. Sushma Yadav motivated the students to work hard and focus on their holistic and global development.

Resource Persons and Career Counseling: These alumni also actively engage as resource persons for various academic gatherings like conferences, seminars, and workshops. They generously offer valuable career advice and insights to current students as well. The Placement Cell's annual "Alumni Talk" series, which for example featured Ms. Bhoomika Gupta from Deloitte in 2022-23, plays a pivotal role in this engagement. Furthermore, the Biochemistry department hosted a remarkable event called "Meet the Scientist," showcasing two accomplished alumni, Dr. Vibha Jawa (Bristol Myers Squibb, USA) and Dr. Dhriti Nagar (Stanford School of Medicine, USA), who shared profound insights into their lives and scientific work.

Research Contributions: Alumni continue to enhance the college's academic standing by publishing research papers under the college's affiliation. Notably, Kajal Gupta published a scopus-indexed article, "In silico structural and functional characterization of hypothetical proteins from Monkeypox virus," in Springer's *Journal of Genetic Engineering and Biotechnology*, attributing it to the Department of Biochemistry at Daulat Ram College.

Library Enrichment: The alumni enrich the college library by generously donating books they have authored. For example, Ms. Aneesh Kaul, now an Assistant Professor at the Indraprastha College for Women, University of Delhi, contributed her work, *They Have a Name for it: A Poetic Memoir*, to the college library, enhancing the resources available to students.

Faculty Acknowledgment: Some alumni, dedicated to improving the nation's education system through NGOs, acknowledge and honor the contributions of Daulat Ram College's faculty. The Prachi Educational Society, established in 1993, recognized this commitment by awarding Dr. Pooja Jain with the "Distinguished Teachers Award" on September 5, 2020. This award highlights the profound impact and dedication of the college's educators.

Quality assurance and professional know-how: As member of IQAC and ICC, our alumna, Ms. Veena Ralli has been contributing towards quality assurance and maintenance of the college as well as legal expertise in the ICC.

The Alumni also stay connected with each other and the college through Alumni Connect, a dedicated website exclusively for the alumni of DRC.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The vision and mission of the college is to provide an environment for holistic development, i.e., the intellectual, moral, ethical, physical and emotional well being of the girl students, thereby enhancing their learning and improving their skills.

The effective **governance and leadership** of the institution, reflective of this vision and mission is evident from the following points:

The College has

- **Implemented NEP 2020** since **2022-23** session.
- Encouraged students to take up **internships and apprenticeships** for credits in lieu of SEC courses, by creating a holistic system for their appraisal by entering into MOUs with the institutions providing such opportunities to its students. **Placement Cell and UDYOG: Internship and Start-up Cell** have been engaged in this regard.
- Been the **Nodal Centre for the Cluster Knowledge Network of North Campus**, coordinating with 14 colleges like St. Stephens, Miranda House.
- Executed the **Mentor-Mentee Programme**, aiming at attaining holistic development of students through counseling and assisting them during their internship/apprenticeship/community outreach/project work and the core courses.
- Made the **campus fully WIFI enabled**; has well equipped laboratories, lecture theaters, auditorium (a sports cum cultural center), classrooms with LCD projectors, a conference hall, a library with two braille computers with printers, and a state of art gymnasium.
- Created a safe and secure environment through **50+ CCTV cameras, security personnels** and a vigilant **Discipline Committee**.
- Organized **29 Skill Development Programmes** (2017-2023), mostly interdisciplinary, to train students in academic, research, life skills and inculcate moral values in them .
- Encouraged faculty to attain higher degrees (~3), publish in international accredited journals (~346), attend various Faculty Training Programmes (~379 participations in 2017-2023) etc.

- Facilitated the **Divyangans** through the **Enabling Unit**.
- Commenced **add-on courses** in collaboration with:
 1. **Delhi State Legal Service Authority and started “Legal Literacy, Awareness and Aid”**
 2. **Meghna Desai Academy of Economics to introduce “Data Analytics with R”**
- Established **Resource Centres**
 1. **Zebrafish Lab and Resource Centre,**
 2. **Drosophila Resource Centre,**
 3. **Psychology Resource Centre**
- Assisted **on-campus recruitments** of students through the Placement Cell, about 50 students received multiple offers simultaneously in the last 5 years.

Decentralized and Participative Institutional Governance

- The **Governing Body** (with 15 members including 2 university representatives, 2 teacher representatives and 1 non-teaching representative) operating via 6 committees, ensures participative and democratic decision making on various issues.
- The **Principal, Vice Principal and Bursar**, share administrative and financial responsibility.
- The **Staff Council** (a Statutory Body, consisting of the teachers and the librarian, convened by the Council Secretary) discharges responsibilities and encourages representation as well as decentralized decision making. The Council works through committees, namely:
 1. Admission
 2. Hostel
 3. Discipline
 4. Teaching Programme
 5. Purchase
 6. Sport Board
 7. National Service Scheme
 8. Building and Maintenance

9. Enabling Unit

10. Women Development Cell etc.

- **Student Societies and cells** (working with a teacher Convener) in areas of:

1. Film and Photography

2. Fine Arts

3. Debating

4. Quiz

5. Poetry

6. Indian Music and Dance

7. Western Music and Dance etc

- Special committees like **Internal Complaints Committee** (constituted as per UGC guidelines) and **Grievance Committee** deals with sexual harassment cases and student grievances, respectively.
- Student feedback is obtained regularly as a crucial input for more effective governance policies.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Administrative setup

The administrative setup consists of the **Governing Body, which** works through its committees

to approve and execute the *broad policies laid by the Ministry of Higher Education, UGC and DU*. Along with GB, the **Staff Council (with the Principal)** working through the various council committees and IQAC and the **non-teaching staff**, works for the effective deployment of institutional strategic/perspective plans.

Service Rules

The college staff is governed by University rules.

Policies, Procedures & Implementation

The nuances of the perspective plans and policies (on e-governance etc.) and their effective deployment, are visible from the following points:

- The college follows **UGC and DU rules** for teaching and non-teaching **staff recruitments**.
- The college:
 1. uses **E-samarth**, for examination and admission
 2. supports the **School of Open Learning** through PCP classes
 3. is nodal college for **North Cluster knowledge Centre**
 4. collaborated under **Vidya Vistar Scheme** with **two** different educational institutions simultaneously - Government College, Chouhtan, and Government Girls College, Magra Punjala, Jodhpur
 5. assists the staff by granting:
 - *leaves* for study/development/training programmes, child-care, maternity and adoption.
 - *a recognition of 25 years of service* and awarding *Best Employees*.
 - (DUTWF provided) *exgratia payments* for families of two Covid victims - Dr Amarjyoti and Dr Tarun (rupees 10,00,000/-)
 - reimbursement of *staff medical bills* (rupees **one crore and eleven lakhs** (2021-22)).
- Staff members contributed to medical expenses of contractual employees.
- **All 4500 students (members of WUS) avail medical facilities.**
- **IQAC** enhances the quality of academic pursuits through periodic assessment of staff.
- The core ethos of the college, to 'inculcate knowledge by virtue of critical thinking and democratic values', is achieved through:
 1. The IQAC, after rigorous deliberation, annually coordinates the 'academic calendar' for holding various International and National conferences/workshops/seminars etc.
 2. The **Teaching Programme Committee executes strategies for seamless teaching and learning.**
 3. The Library, through library committee, distributes funds to various departments every year to ensure availability of latest academic texts and study materials prescribed in the latest course outlines.
 4. The **Star Innovation Project** and other cross-cultural international projects that have

contributed significantly to our academic capital.

5. For enriching the spirit of achievement, the college has various instituted prizes and scholarships to encourage the outstanding students of different courses and batches. It has 49 Prizes instituted by faculty members to encourage the bright students excelling in sports, academics and extracurricular activities.
6. The college envisages ICT facilities and Computer Labs for all the students as per course requirements. Teachers can avail ICT facilities in TSR.
7. During the pandemic, plans were strategized for online platforms and **G Suite institutional IDs** were created for faculty and students. These platforms were successfully channelised for smooth conduct of classes in virtual mode.

- One of the strategic plans was the formation of the **Disaster Management Committee**.
- A commendable initiative was to create a **repository of contact details of doctors and mental health experts** for telephonic consultation to pandemic affected students and teachers.
- The college has a **Fee Concession Committee** to assist students in need of financial assistance. Teaching and non-teaching staff members contribute to this assistance whenever possible.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Appraisal System

- The college has an appraisal system, wherein the staff members' performance is appraised annually. After a careful scrutinization of their performance, the staff members are promoted and given other incentives. In the system:
 1. The **teachers fill and submit their APAR forms to IQAC**, which screens, recommends and forwards them to the *appropriate selection committee*, which finally assesses and accordingly promotes them.
 2. The **non-teaching staff members fill the appraisal forms**, a **reporting officer** above him/her **further fills and submits the form to the reviewing officer** (the Principal/ Administrative Officer). The report by the reviewing officer, is presented before the departmental promotion committee and the concerned employee (who is free to make representation).
- In case of complaints against any teacher, suggestions and guidance are provided by the Principal on a one-to-one basis.
- Due recognition is given to the commendable work of the non-teaching staff through felicitation by the Principal as **'Principal's Award'** in the College Annual Day function (awarded to Bhupender Negi (SO Administration) and Babita Tirkey (Assistant) in 2022-23; Rajvir Giri (Biochemistry) and Vinod Kumar Choudhary (administration) in 2021-22 and Mr. Apurv Singh and Amit Jamwal in 2020-21).

Various welfare measures for teaching and non-teaching staff include:

Provision of:

- **residential facilities** to staff members,
- **adequate infrastructure facilities for the specially abled staff members.**
- **medical facilities:**
 1. The medical expenses of the permanent staff are reimbursed (amounting **~89 to 126 lakh rupees in the last 5 years**).
 2. The *college volunteers to contribute financially* towards the medical expenditures of the staff whose bills are not reimbursable.
 3. A *Welfare Fund* was created to contribute to the families of our loved ones whom we lost during the second wave of Covid-19.

Avenues for career development/progression

- Career advancement and promotions are a regular practice to motivate the staff in performing their responsibilities efficiently.
 - In 2018- 2023, **116 faculty members and 29 non-teaching staff members** including the librarian, senior personal assistant, senior assistant, assistant and two junior assistants in the library and administration respectively, have been **recruited on permanent basis**.
 - In addition to this, **28 faculty members have been promoted to higher levels. 9 Associate Professors have been promoted to the Professor level**, for the first time in the history of the college. Moreover, **4 non-teaching staff** members have been **promoted** during the period.
- Teachers are regularly provided with **duty leaves** for attending conferences, workshops and seminars and for fulfilling administrative duties like paper setting in the university, evaluation etc.
- Various **in-house programmes** such as Faculty Development/training Programmes (**14**), Skill Development (**28**), Value Engagement, Capability Building and Personality Development have been organised for the staff.
- The inclusive approach in decision making of the Governing Body is ensured through active participation of teacher’s representatives in all the major decisions that concern them. The Staff Association represents several concerns of the staff and follows an inclusive approach in its policy making process.
- As per the norms of the ward quota in the admission process of the University, the wards of staff avail the facilities in the college.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 4.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	3	4	2	1

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 20.34

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
72	132	75	13	10

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
101	101	107	132	115

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Strategies for mobilization and optimal utilization of resources and funds:

The college **Governing Body** through its various sub-committee has:

- gained approval for **the infrastructural expansion wherein RITES India Pvt. Ltd. has been granted the contract for the construction of a three storey building.**
- optimally utilized the grant for installing an elevator.

The college:

- has access to **digital platforms like Zoom and G Suite** which have been optimally utilized to conduct online meetings, webinars etc. Staff selection and interviews have been conducted in a streamlined manner during the pandemic times using these platforms.

- The faculty applies for funds from **UGC, ICSSR, DBT, DST etc.** for research projects and organising conferences. Some funds are generated partially from student fee, which are used by the individual departments for organising practicals, conducting research and buying equipment.
- The **association funds**, collected along with the fees and further raised through sponsorships are used for association activities.
- Our alumni and faculty often provide tuition fees for the needy students.
- The college has established a system for **e-disposal**.

The mechanism used to monitor effective and efficient use of financial resources

Before the commencement of the financial year, **Principal submits proposal on budget allocation**, by considering the recommendations by the heads of all the departments, **to the Governing Body**.

1. The budget includes recurring expenses such as Salary, electricity, maintenance, fixtures, lab equipment, library, e-resources etc.
2. Expenses are monitored by the accounts department as per the budget allocated.

Each department maintains a **stock register** wherein bills are recorded and verified by the TIC. It is further verified by the bursar. The college follows all financial rules, regulations and guidelines under the GFR of the Govt. of India under the supervision of the bursar, SO accounts and Principal. All payments are made through **PFMS** since 2020. All purchases are made through **GeM and e-CPP**, **all quotations and tenders are opened in the presence of the Competent authority**.

Internal audit

The account of the college is **audited by CA** as per government rules. The auditor ensures- all payments are duly authorized. **After audit, the report is sent to the management for review**. The institution did not come across any major objection during the preceding years. All these mechanisms exhibit the transparency maintained in financial matters and adherence to financial discipline.

External audit

External Audit has been conducted by an **external agency appointed by Governing Body** and auditor is drawn from the panel approved by DU. The bills, vouchers, revenue expenditure and bookkeeping including stock & purchase register are checked. Utilisation certificates of grants received from various sources are audited, objections, if any, are responded to. Settlement of various audit paras are done by concerned department. **The audit report along with college balance sheet is presented in the Finance Committee and the GB, which finally approves it. Action Taken Report (ATR) are furnished to the respective auditors.**

CAG Audit The CAG conducts periodic audit every ten years. The audit for the college, from April 2012 to March 2022 was conducted in June 2022.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Internal Quality Assurance Cell (IQAC) contributes significantly for institutionalizing the quality assurance strategies and processes

- Academic calender

1. With an aim to improve the quality of teaching, co- curricular and extra-curricular activities of the college, the annual calendar is **planned yearly by IQAC**.
2. The calender includes the **Skill Development Programs (SDPs) which are designed to impart additional professional skills** for building competence, cultural sensitization, and integration of spirit of plurality among the students. These are scheduled during the vacations so that students can attend them comfortably. **In the period 2017-2023, IQAC has had scheduled 28 SDPs.**
3. Besides these, students also learn through various workshops, conferences, seminars, talks and panel discussions, which are planned and organized by the college, under the purview of IQAC during the academic year.
4. IQAC plans the calender, while ensuring an **inclusiveness of all the departments** in the year round schedule of college activities. Moreover, the cell encourages activities that are interdisciplinary in nature and that have high outcomes for the participants (both faculty and students). Every year the members of IQAC seek an element of originality and novelty in the plan while continuing those programs which have had positive and noteworthy outcomes as demonstrated in their feedback collected in the previous years.
5. IQAC also encourages **Faculty Development Program for teachers. In 2017-2023, 5 such FDPs have been conducted.**

- Add-on courses

1. The college has introduced several add-on programmes aimed at improving knowledge, skills and personality of students and result in their holistic development.
2. The add-on courses **also generates revenue for the college.**
3. One of the add-on courses that has culminated into opening a centre in the college is on legal literacy for bringing about awareness in the subject. The college offers a certificate course on the same.
4. Another add-on course that has been highly beneficial to the students is on “Data Analytics Using Python.”

- **Research Proposals**

1. DRC IQAC has also **invited proposals from its faculty to undertake multi/interdisciplinary research projects.**
2. These projects propose to involve the college students as well for further enhancing their learning experiences.

- **Periodic reviews of the teaching-learning process, structures, methodologies of operations and learning outcomes**

1. IQAC assures imparting of quality education by assuring holding classes as per the academic curriculum, being surveillant about proper internal assessment for the students and having Semester exams as per the University requirements.
2. To recognise and duly assess the areas, which need improvement, DRC IQAC conducts a **student satisfaction survey** and collects the student feedback at the end of each academic session. This, enables IQAC to monitor the regularity of the classes and to encourage students to seek better outcomes of the curriculum teaching they receive and of the co-curricular and extra-curricular activities they participate in.
3. The **Principal along with the IQAC members holds regular meetings with each department to assess the performance of their students in internal as well as external assessment.** In case of any problem, resolution is promptly worked out and arrived at.
4. To attain the desired outcomes, IQAC has also encouraged the **Mentor-mentee Scheme.**

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement**

initiatives identified and implemented

2. Academic and Administrative Audit (AAA) and follow-up action taken

3. Collaborative quality initiatives with other institution(s)

4. Participation in NIRF and other recognized rankings

5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The college is actively engaged in the promotion of gender equity and addressing the issues related to gender disparity. The measures taken by the college include:

- **Gender Policy:** The gender policy of Daulat Ram College lays out a set of guidelines and principles established by the institution to ensure a safe, inclusive, and equitable environment for all individuals, regardless of their gender identity or expression. It aims to promote gender equality, prevent discrimination, and support the rights and well-being of all members of the college community.
- **Gender Audit:** Gender audits for the college has been conducted for two periods namely 2018-20 and 2020-23 in order to verify compliance with the gender policy and regulations. The Audit concluded that college contributed towards gender parity through robust mechanisms at the levels of community, college, department, and individual. A SWOC analysis was also conducted.
- **Gender Sensitisation through Curriculum:** The issues related to different aspects of gender inequality and its socio-economic and political implications are part of different courses. History of gender discrimination, its impact on society, dynamic changes in gender discussions, diversity and inclusivity are part of many courses which help in understanding gender issues.
- **Gender Sensitisation and Awareness Programs:** The college regularly conducts programmes such as workshops, seminars and Skill Development Programme to sensitise and spread awareness about gender issues. Some of the programmes are – “**Creating Awareness about Cyber Bullying of Females Studying in Higher Education Institutes**”, **International conference on ‘Women’s Well-being and Flourishing’**, **SDP titled ‘Gender Studies’**, **Workshop on ‘Gender and Law’**, etc.
- **Co-Curricular and Extracurricular Activities for Gender Sensitisation:** Different cells and societies of the college like Gender Champion Cell, NSS, Women Development Cell and different departments organise debates, poster-making competitions, panel discussions etc. throughout the academic session to address various facets of gender inequality. Some of the events include – **Annual Festival of Gender Champion Cell on the theme “Breaking the Stereotypes”**, **Discussion on ‘Non-Consensual Image Abuse’**, **Celebration of ‘Pride Month (LGBT+)’** etc.
- **Facilities for Women:** The college is providing different facilities for women such as

a. Medical Room

b. Girls Common Room

c. Hostel

d. Counselling

e. Sanitary Napkin Vending Machine

- **Mechanism for preventing and addressing Harassment:** The college follows UGC,2015, mandate for prevention, prohibition, and redressal of sexual harassment of women employees and students of Higher Education Institutions.

Safety and Security: The college is committed to provide a safe and secure environment to female staff and students. The college has a high boundary-wall and 24x7 security. Security team also has female guards on duty. Entry in the college is properly monitored and IDs are checked at the gate. The college is very well covered with CCTV cameras.

Grievance Redressal: There is an institutional mechanism for addressing the complaints of students and faculty including ICC, and Grievance Committee headed by the Vice Principal of the College.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Daulat Ram College is dedicated to **fostering tolerance, constitutional values and diversity** through a range of **educational and extracurricular activities**.

- **Curriculum:** There are more than 60 Core, Discipline Specific, Generic Elective, Skill Enhancement, and Value added courses(papers) that incorporate topics related to gender, cultural, regional, linguistic, communal, and socioeconomic diversity. Such courses also integrate constitutional values, rights, and obligations into the curriculum, encompassing subjects like civics, ethics, legal studies, and human rights.
- The students of the college actively participate in **Extension and Community Outreach** activities, such as **volunteering at local NGOs**, organizing **blood donation camps**, and **conducting awareness drives on environmental issues, ills of single use plastics, ‘shelter for strays’ drive, Plant for tomorrow, Women’s well-being** etc. Students are also involved in running donation programmes such as **stationary donation** and **food donation** for the underprivileged sections of the society. Students actively participate in various national and state level Training Camps like **Ek Bharat Shreshtha Bharat**. These activities promoted teamwork, discipline, and stress relief. These initiatives not only served those in need but also instilled a sense of responsibility and empathy among students.
- NSS and NCC students of the college collaborated with other colleges and set an **Anti-COVID Taskforce**. A dedicated team of **volunteers** came together to set up a **COVID-19 helpdesk** to help the community, and also worked to raise awareness about COVID-19 Vaccine.
- The students’ societies of the college such as **NCC, NSS, Gender Champion Cell, Gandhi Study Circle, Women Development Cell, Enabling Unit, Northeast Cell, Cyber Cell, and Spic Macay, etc.**, through co-curricular and extra-curricular activities such as seminars, workshops, discussions and competitions, continuously work to promote the ideas of equity, and inclusion, creating safe spaces for open dialogue and learning. The college hosts cultural festivals, student competitions, and sports events that encourage participation from individuals of various backgrounds, promoting a sense of belonging.
- **Inclusive Facilities and Financial Support:** The college is completely disabled friendly with ramps, lift, disabled-friendly washroom, rich braille section in the library which lends support to differently-abled students. Economically disadvantaged and disabled students are offered fee concessions, and assistance from NGOs. Further, the **Enabling Unit** empowers differently abled students in various capacities.
- The college celebrates days of national importance like **Independence Day, Republic Day, Gandhi Jayanti, Constitution Day** etc. The college also actively engages in national campaigns such as **Azadi Ka Amrit Mahotsav, Atmanirbhar Bharat, and Swachh Bharat Abhiyan**. Students and staff of the college organise Activities such **Pledge taking ceremony** on occasions like **voters’ day**, organising camps for **Voters’ registration** etc.
- The college has adopted **codes of conduct** for staff and students and has robust **anti-discrimination mechanism** policies and mechanisms, including ICC, SC/ST/OBC Committee, in place to combat discrimination and harassment, ensuring a safe and respectful environment for all members.
- The college offers add-on courses on **Legal Literacy, Awareness, and AID** and **Foreign Languages** which help in creating awareness about diversity and constitutional ethos. Under the

Vidya Vistar Scheme, the college is collaborating with colleges in Rajasthan for resource sharing and cultural exchange.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Best Practice 1

Title: Sustainable and Effective Solid Waste Management System on Campus

Objective of the Practice: The institution produces a significant amount of leaf and paper waste. To prevent this waste from going into the dhelo and adding to the city's waste aggregates, the institution recycles it to produce useful products. This practice is a step towards decentralized waste management, which is a step towards zero waste management. For this purpose, the college has set up a recycling unit in an area of 163.5 sq. m. This unit has one section that houses equipment for recycling paper, including a paper pulper, univat, hydraulic press, and another section that has equipment to process fallen leaves into manure.

- 1. The Context:** Delhi produces heaps of solid waste that are collected from dhelo and sent to landfills at Okhla, Gazipur, and Azadpur. The heap is becoming bigger every day and creating a lot of pollution around. Central processing also becomes difficult and challenging. Therefore, there is a need to set up decentralized waste management systems by institutions, offices, and resident welfare associations.
- 2. The Practice:** The institution produces lots of fallen leaves and used papers/newspapers/magazines. The solid waste is collected in a segregated manner. Recycling vendors collect the newspapers and magazines of the library with which the college signs an MoU every year. The amount of newspaper/magazines sold is redeemed as ream of A4 size recycled paper, notebooks, pens, etc. Some amount of used paper and cartons are recycled in the DRC Recycling Unit. These are stored as sheets or converted into products like carry bags and paintings. The fallen leaves are shredded by the shredder machine into 5mm pieces. Microbial culture containing bacteria and fungus is added to this heap to initiate decomposing. Between 21-40 days, it is converted into bio-fertilizers that are either used within the institution or sold to other institutions or individuals.
- 3. Evidence of Success**

Recycling Unit Activity in DRC (2015-2023)

Activity	Academic Year						Total
	2018	2019	2020	2021	2022	2023	
Paper Recycled Off Campus (Kg)	320	1758	0	8210	1810	894	24,982
Paper Recycled On Campus (Kg)	4	5	30	8	80	250	377
Leaves Recycled On Campus (Kg)	1251	1038	1605	1651	1828	1338	11211
Manure Made on Campus From Leaves (Kg)	2502	2077	3210	3303	3656	2675	22423
Recycled Paper Made On Campus (No)	390	500	427	45	300	450	2502
Folders Made from recycled Papers (No)	48	52	40	0	0	100	271
Carry Bags made from recycled Papers (No)	10	50	1168	1118	116	150	2617
Students trained at for Paper making and products in Recycling Unit (No)	200	218	202	25	325	850	1920
Students trained at for Manure making in Recycling Unit (No)	0	0	0	0	0	1273	1273
Workshop held for stud	0	8	0	0	0	2	11

ents/Community training on waste management (No)						
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Problems Encountered and Resources Required: Payment to the recyclers needs to be arranged. One of the recyclers' payments is made by the college. The payment of the other recycler is partially paid by the amount earned by the recycling unit, and the rest is paid by the convener of the recycling unit. There is a need for dedicated positions for recyclers as decentralized waste management is the need of the day.

Best Practice 2

Title: Learning Beyond Classrooms: Empowering Through Holistic Education

Objective of The Practice: To provide a well-rounded education that goes beyond traditional academics, fostering the empowerment of all students, with a particular focus on enhancing the skills, knowledge, and opportunities for female students.

Context: The world is changing very rapidly which requires that students are provided with skills to deal with challenges. We recognize the importance of equipping our students with practical skills, research experience, and critical thinking abilities to excel in their academic and professional pursuits.

Practice:

(1) Skill Development: The Skill Development Programme Committee of the college invites proposals from faculty members for in-house SDPs of interdisciplinary and multidisciplinary nature to be conducted during the summer, winter, and mid-semester breaks. After a review of the proposals a number of programs are selected to be offered to enhance students' practical abilities in communication, leadership, and problem-solving.

(2) ICT Courses: Under the aegis of SDP Committee, all the departments organise two days SDPs on 'Enhancing Learning through ICT'. ICT tools and applications are employed to solve problems in mathematics/ statistics/computer science/commerce through appropriate software and programming skills, like Tally, SPSS, LaTeX, Mathematica, R, TORA etc.

(3) Research Involvement: Well-equipped and technologically advanced laboratories and resource centres such as **Zebrafish Lab Facility, Drosophila Resource Centre, and Psychology Resource Centre** (sponsored by Star Innovation Project -University of Delhi and UGC) facilitate departmental projects which provide experiential learning to the students.

(4) Internship Opportunities: On-campus internships in Zebrafish and Drosophila labs, as well as research opportunities are provided through the Psychological Resource Centre.

(5) Add-on Course: The college offers add-on courses on 7 foreign languages, ‘Legal Literacy, Awareness and Aid’ etc.

(6) Every department organises speaker sessions and interactions with subject scholars and industry experts to synergise theoretical knowledge with real life applications.

Evidence of Success:

- Around **60 in-house Skill Development Programmes** benefiting more than **2000 students** (discipline-specific and interdisciplinary) have been conducted over the past 8 years to enhance students' skills to develop creative ideas, critical thinking, and inter/multidisciplinary understanding of the subject.
- Around **1000 students** are trained annually in ICT Tools and use of Google Classroom/e-content/e-resources to enable them to use advanced resources for enriched learning.
- Around **60 discipline-based and interdisciplinary** workshops and conferences have benefited around 65 faculty members and 500 students.
- More than **2000 students** have participated in the add-on courses.

Problems Encountered and Resources required:

- Resource constraints limit the scale and scope of training programs and internship opportunities.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The institution's distinctive priority and thrust in **Holistic Development of Students** through **Skill Enrichment and Capacity Building** is exemplified through the following key points:

- **Skill Development Programmes:** The institution has excelled in providing a wide array of skill development programs. The Skill development program was launched in 2015 with an aim to equip students with practical and industry-relevant skills, ensuring they are job-ready upon graduation. These courses are organised during summer, winter and mid-semester breaks to avoid a clash with regular classes. Over the past 8 years more than **60 short term** in-house skill development programs have been conducted successfully training **more than 2000 students** of the college in various life skills. The SDP committee organises SDPs on different subjects such as - **Basic Electronics and Instrumentation for Career Advancement, Bioinformatics: Basic tools and Application, R-Language, Unveiling the Animal World in Behavioral Way, Hands on training in “Life Sciences: Tools & Techniques”**. Apart from this, every year in-house SDPs **“Enhancing Learning through ICT Tools”** are organised for all first year students, around **1000 students** benefited from the E-Skill Development Programme in the year 2022-23.
- **Add-on Courses:** The Centre for Foreign Languages, Daulat Ram College offers Certificate, Diploma and Advance Diploma courses in the **7 foreign languages:** French, Italian, German, Spanish, Chinese, Korean, and Japanese. Globalization has opened job opportunities for students with multilingual skills and these courses are aimed to equip young women and men with linguistic skills to avail these opportunities. These courses are conducted in collaboration with the Department of Germanic and Romance Studies, Department of South Asian Studies, University of Delhi, and the Annual Examination is held according to the schedule announced by Delhi University.

The college is offering Add-on courses on **“Legal Literacy, Awareness and Aid”** in collaboration with **Delhi State Legal Services Authority (DSLISA)** It aims to educate the learners from different disciplines and backgrounds, specifically from non-law field about the theoretical and practical aspects of the legal framework. The courses on “Legal Literacy, Awareness and Aid” comprise of:

- 3 Months Certificate Course in 30 hours
- 3 Months Diploma Course in 30 Hours
- 3 Months Advance Diploma Course in 40 hours

The college also offered short term certificate course on **Data Analytics with ‘R’ in collaboration with Meghnad Desai Academy of Economics (MDAE)**, Mumbai. The course was attended by **120 students**.

- **Advanced Facilities under IQAC:** In the Department of Biochemistry **Drosophila Resource Centre** was set up in 2012, it was funded by DBT star College Project. Almost **300 students** from different life science streams such as Botany, Biochemistry, Life Sciences and Zoology from

DU and Punjab University have been trained since its inception. The **Zebrafish Lab Facility** in Daulat Ram College was set up in October 2015, jointly by Biochemistry and Zoology Departments in collaboration with CSIR-IGIB, Mathura Road, Delhi, and Sanskriti Foundation Delhi. The facility has been funded by the Star Innovation projects DU, Star College project DBT, Govt. of India, and Innovation projects DU. Around 65 faculty members and 500 students have been benefited by the facility. **The Psychology Resource Centre (PRC)** addresses the psycho-social needs of the students, teachers and non-teaching staff. It enables them to be aware of and effectively manage everyday life issues and stresses which include self-growth and development, handling stress and emotions, relationship issues, academic pressures, constant worry and anxiety. The PRC includes: Mental Health Centre, Value Education Centre, Positive Psychology Centre and Capacity Building Centre.

- **Vidya Vistar:** The college is collaborating with 1) Government College, Chouhantan, Barmer and 2) Government Girls College, Magra Punjala Jodhpur, Rajasthan. The partnership aims to facilitate the sharing of resources and expertise amongst the partnering institutions. This allows the students and the staff from different backgrounds to communicate and exchange their experiences and expertise.
- **Vibrant Students' Societies:** The institution strives to build **an inclusive, egalitarian, student-friendly, and gender-sensitive space, wherein the students were trained to inculcate human values** and grow as socially responsible and empowered citizens. Various societies under the **Extra-Curricular Activities Committee** such as **Debating, Dramatics, Fine Arts, Film and Photography, Eco Club, Recycling Unit Music and Dance, Quiz, Poetry, and Fashion Societies** contributed in many ways to the continued endeavour in enhancing **social, cultural, ethical and human values** in students. **Various cells, clubs and units** such as **Gandhi Study Circle** inculcated the spirit of synchronization and reconciliation, co-operation, self-reliance and self-determinism. **Social Outreach Programmes** by NSS involved students in various activities of social service-/community outreach, plantation drives, awareness campaigns and activities on cleanliness and hygiene. The **Enabling Unit** and **Women Development Cell** generated awareness about discrimination based on disability and gender and educated students to develop a comprehensive understanding of women's rights, development and empowerment. **Gender Champion Cell** created positive social norms to improve the well-being of men, women, and others to achieve gender justice.

Entrepreneurship & Innovation Startup Cell (EISC) was established in 2022-23 by clubbing three cells of the college namely **Entrepreneurship Cell, Finance and Investment Cell, and S-Marketing Cell**, and registered with the Ministry of Education's Innovation. The amalgamated cells organised activities on financial concepts, marketing techniques, business plans, business conclave, and startup expo. **The Placement Cell** of Daulat Ram College, **Vridhhi** constitutes a diligent and dedicated team of students and teachers who strive to provide the best possible career opportunities to deserving students. The Placement cell provides both **on-campus** and **off-campus** opportunities to the students for **recruitment** and **internship drives**. In the last 5 years around **450** students have placed in reputed firms like Accenture, Wipro, Deloitte USI, DE Shaw, Larsen & Toubro, WTW, and ICICI, and around **500** students have done internships.

In **conclusion**, the institution's distinct priority and thrust in Skill Enrichment and Capacity Building encompass a holistic approach that includes skill development, research opportunities, community engagement, entrepreneurship support, diverse student societies, access to specialised labs, and well-equipped resource centres. This approach ensures that students receive a comprehensive education that prepares them not only for their careers but also for active and responsible roles in society.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college organises regular seminars, conferences, workshops, skill development programmes, faculty development programmes, educational excursions, industry interactions, heritage walks and documentary screenings to facilitate **capacity building and student-faculty enrichment programmes**. A multitude of **research opportunities** are also provided to both students and teachers to contribute towards knowledge creation. Various **prestigious research projects from organizations like DRDO, ICSSR, UGC, University of Delhi** have been taken up by the faculty. Recently, minor research projects (**Navdhara Projects**) with focus on **interdisciplinarity and multidisciplinary** have been funded by college, with the aim on training the students. The faculty has a **rich research publications profile**. The students are also mentored to carry out original research and publish their work.

The college values **transparency and collaborative decision making**. **The Internal Complaints Committee, SC/ST/OBC Committee, and the Grievance Redressal Cell** address the issues and problems faced by all stakeholders. In the interest of its students, the college provides many **add-on courses like Foreign languages and Legal literacy Course**. **National Days** like Independence Day, Republic Day, Yoga Day, Constitution Day, Mental Health Day, Swachata Diwas, Gandhi Jayanti, Environment Day, Electoral Day, Vigilance Week are celebrated on a regular basis by the entire college.

Concluding Remarks :

The college has established itself as an eminent institution for Undergraduate and Postgraduate Courses in Arts, Commerce, and Science. It was accredited with an 'A' grade in the last NAAC cycle. We are ranked 28th across all Colleges in India by NIRF in 2022-23. As per India Today Ranking, we are placed 15th in Arts (3rd in Psychology), 7th in Science, and 13th in Commerce. We take pride in our Star College status awarded by the Department of Biotechnology, Government of India. Daulat Ram College aims at getting higher ranks in NAAC, NIRF, India Today Ranking, etc. by working on curricular and co-curricular areas using modern (ICT), new, and more creative pedagogies and techniques .

The college is moving forward in attaining its goals in strengthening its position in the academic and co-curricular fields by developing a better student and research-friendly infrastructure. Daulat Ram College strives to encourage extensive and quality publications amongst its students and faculty. We are looking towards having formal Memorandum of Understanding with the industry and other useful organisations in facilitating Internships, Apprenticeships, Projects, Community Outreach (IAPC) for its students who are aiming to get credits for the same.

In doing so, Daulat Ram College remains faithful to its founder's vision and steadfastly marches forward into a new era of educational excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 124 Answer After DVV Verification :29</p>																														
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Remark : Input edited as per supporting documents provided by HEI</p>																														
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1008</td> <td>1008</td> <td>994</td> <td>810</td> <td>671</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1008</td> <td>1008</td> <td>1008</td> <td>810</td> <td>671</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19						2022-23	2021-22	2020-21	2019-20	2018-19	1008	1008	994	810	671	2022-23	2021-22	2020-21	2019-20	2018-19	1008	1008	1008	810	671
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1008	1008	1008	810	671																											
3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years Answer before DVV Verification:</p>																														

2022-23	2021-22	2020-21	2019-20	2018-19
75	122	97	66	53

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	10	6	7

3.4.3 ***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	81	86	55	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	6	6	7

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification : 79

Answer After DVV Verification :80

4.4.1 ***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***

4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69.97	66.91	73.12	95.28	81.55

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8.16	37.69	5.25	6.67	3.66

5.1.1 **Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**

5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
820	577	617	365	472

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
820	577	617	365	472

5.1.4 **The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per supporting documents provided by HEI, Input modified

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1303	1226	1216	1204	980

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
175	243	300	257	319

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
1397	1269	1247	1218	1179

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1389	1207	1235	1113	1129

5.2.2 **Percentage of students qualifying in state/national/ international level examinations during the last five years**

5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
89	74	61	56	50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	55	32	40	46

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
136	120	47	72	95

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
128	104	40	58	92

5.3.2 **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. **Number of sports and cultural programs in which students of the Institution**

participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
139	163	93	122	104

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
58	82	49	54	42

6.3.2 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:

2022-23	2021-22	2020-21	2019-20	2018-19
38	3	4	1	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	3	4	2	1

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
105	203	181	19	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
72	132	75	13	10

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 188 Answer after DVV Verification : 287																				
2.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>236</td><td>165</td><td>110</td><td>214</td><td>100</td></tr></tbody></table> Answer After DVV Verification: <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>2612.78</td><td>1768.05</td><td>1255.82</td><td>1798.92</td><td>1057.32</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	236	165	110	214	100	2022-23	2021-22	2020-21	2019-20	2018-19	2612.78	1768.05	1255.82	1798.92	1057.32
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