



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

P. G. D. A. V. COLLEGE

PGDAV COLLEGE, RING ROAD, NEHRU NAGAR, NEW DELHI - 110065

110065

pgdavcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Panna Lal, Girdhar Lal Dayanand Anglo Vedic College, commonly referred to as P.G.D.A.V. College and affiliated with the University of Delhi, is a distinguished institution deeply entwined with the historical narrative of higher education in India. Established in 1957, the college stands as a testament to the enduring legacy of the Dayanand Anglo Vedic (DAV) movement, a social reform initiative with roots in the 19th century. The institution's commitment is to provide a nuanced blend of modern education rooted in Indian values.

The academic spectrum at P.G.D.A.V. College is marked by a diverse offering of thirteen undergraduate and four postgraduate courses spanning twelve disciplines, reflecting the institution's dedication to delivering a comprehensive educational experience. The inclusion of both Honours and Programme degrees within the undergraduate domain manifests an educational philosophy fostering critical thinking and scholarly exploration. The college's infrastructural framework, featuring technologically advanced smart classrooms, a spacious auditorium, conference halls, well-equipped laboratories, and international standard sports facilities, ensures its students' enriched and holistic development. P.G.D.A.V. College is well equipped with a Braille library, computers, and providing other essential support for Divyang students.

Additionally, the provision of various studentships and scholarships underscores the institution's dedication to cultivating an inclusive milieu, ensuring financial constraints do not impede access to quality education. Recognizing the transformative potential of co-curricular and cultural activities in shaping well-rounded individuals, P.G.D.A.V. College seamlessly integrates these pursuits into its academic fabric. The institution actively fosters an enabling environment for students to engage in sports, fine arts, music, dance, theatre, and other skills.

Environmental consciousness constitutes an integral facet of P.G.D.A.V. College's ethos. The institution recognizes its responsibility in sensitizing students towards environmental conservation.

Vision

- **Emphasis on Moral Values and Character Development:** Focus on instilling moral values in students, aiming for holistic character development and nation-building. The goal is to nurture individuals with integrity, empathy, and a strong sense of civic responsibility.
- **Integration of Technology in Education and Research:** Propel the college to the cutting edge of technology, skills, and research, enhancing the learning experience and contributing significantly to educational and societal advancement.
- **Promotion of Environmental Awareness and Global Responsibility:** Advocate for environmental sustainability and global welfare, preparing students to tackle future challenges while being mindful of their ecological responsibilities.
- **Nurturing Scientific Temper and Appreciating Cultural Roots:** Foster a culture where students develop a scientific and rational approach while staying connected to India's rich knowledge traditions. This approach encourages innovation grounded in cultural wisdom.
- **Democratic and Inclusive Educational Environment:** Ensure equal access to education for students

from diverse backgrounds, focusing on the upliftment of women and marginalized communities and creating a vibrant, inclusive academic setting.

- **Advancement as a Centre of Knowledge and Humanitarian Service:** Aim to establish the college as a leading source of knowledge, cultural enrichment, and service to humanity, reflecting academic brilliance and a commitment to societal welfare.
- **Comprehensive Education Integrating Knowledge and Values:** Deliver an education system that seamlessly blends academic knowledge with essential human values, ensuring the all-round development of students.
- **Cultivating Global Citizens with Local Roots:** Prepare students to be global citizens who are academically competent and possess a profound sense of ethical and social responsibility, equipped to make meaningful global contributions.

By realigning our focus on these core areas, P.G.D.A.V. College aspires to be an institution where education transcends traditional learning, fostering an environment that shapes well-rounded, responsible individuals ready to contribute to a better world.

Mission

- **Academic Excellence:** To offer a diverse and comprehensive range of undergraduate and postgraduate programmes that encourage critical thinking, scholarly exploration, and academic flexibility. Our mission includes promoting a dynamic and research-oriented academic environment supported by our accomplished faculty and state-of-the-art college infrastructure.
- **Holistic Development:** To foster an all-encompassing growth of students by integrating co-curricular and cultural activities into the academic framework. We strive to nurture emerging sports personalities, accomplished artists, and well-rounded individuals who excel in various fields.
- **Inclusivity and Support:** To ensure an inclusive educational environment by providing robust support services, especially to differently-abled students. Our mission involves extending financial assistance through scholarships and studentships to make quality education accessible to all.
- **Environmental Responsibility:** To instil a deep sense of environmental consciousness in our students and promote sustainable practices. We are committed to enhancing green cover and reducing carbon footprints, thus contributing to global welfare.
- **Community and Global Engagement:** To actively engage in community service and societal welfare initiatives. Our mission is to shape not just individuals but also contribute towards building a better nation and world, reflecting our commitment to the broader vision of 'Vishwa Kalyan'.
- **Faculty Development and Research:** To support and encourage our faculty in their academic pursuits, ensuring their active involvement in research activities and university committees. We aim to continuously enhance the quality of education through faculty development and innovative teaching methodologies.
- **Lifelong Association and Learning:** To provide an enriching learning experience beyond conventional classroom boundaries. We endeavour to create a lifelong association with our students, continually engaging with them as they become alumni and contribute to various spheres of life. In essence, P.G.D.A.V. College aspires to be an institution where educational endeavours are harmoniously balanced with nurturing personal growth, societal responsibility, and global awareness, thereby shaping

future leaders and responsible citizens in an ever-evolving world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college ensures the timely delivery of the curriculum as per the academic calendar and syllabi issued by the University of Delhi. The execution is regularly monitored through faculty meetings.
- PGDAV College focuses on a heuristic method of teaching, dialogical learning, continuous assessment, mentoring and regular feedback mechanism which is reflected in the students' performance.
- The College ensures that language, disability or lack of finance do not become obstacles to education.
- Variety of courses/subjects offered by the institution.
- Students are exposed to research, entrepreneurship programmes, industrial visits, training programmes and extra-curricular activities.
- Effective ICT infrastructure for academics and administration that is constantly upgraded.

- The College is equipped with an effective student support system:
 1. Scholarships and prizes for meritorious students
 2. Tutorial classes
 3. Remedial classes
 4. Financial support and book-aid to economically weak students

- The institution works smoothly with the help of college societies as well as departmental societies.
- The College has a thriving student council who are democratically elected which looks after various

initiatives- academic programmes as well as students' grievances.

- It also negotiates and communicates between the student community and the institution which helps in maintaining discipline and decorum in the campus.
- The Internal Complaints Committee (ICC) ensures that students, teachers and non-teaching staff could work together in an environment free of violence, harassment, exploitation, intimidation, stress, and sexual harassment.
- Leading national/international faculty are dedicated to the student experience who continue to teach, research and inspire.
- Dedicated, research-oriented, well-qualified and experienced team of faculties who are actively involved in the University of Delhi's Research Councils, Syllabus Review Committee, and examination bodies. Faculty publications are extensive and well-regarded. Such initiatives are supported by the Principal and the Governing Body.
- An extensive disabled-friendly library updated regularly with the latest books and journals.
- The institution has a green and clean campus with policies of waste-management and eco-friendly practices.

Institutional Weakness

- The institution shares its property with other institutions, which poses a major obstacle to its future execution.
- Limited funding forces the institution to constrain its potential.
- The college offers only a few multidisciplinary courses.
- The University of Delhi lacks a framework for providing Ph.D. programs within its colleges, hindering the potential for fostering a strong research culture within the college.
- The absence of a pure science department in the college impacts its potential for projects and research publications.
- There is inadequate space allocated for various cells and societies within the college.
- National and international collaborations in teaching, research, and capacity building need strengthening.
- There is no hostel accommodation available for out-of-town students.

- There is no residential facility provided for staff and faculty.

Institutional Opportunity

- Students go through motivational and professional mentorship to attain higher academic goals.
- A dynamic placement cell counsels for higher studies and career advancement. The placement cell is responsible for the placement of a large number of students in MNCs and well-reputed companies.
- Conducting diverse sports activities helps in developing vibrant students and motivates them with interest to pursue careers in sports.
- Social awareness among students is created through socio-cultural and NSS programmes.
- Various cultural activities to encourage students to go for a career related to Arts and Culture.
- Expanding opportunities to enhance students' entrepreneurial and overall skill sets aligns with the objective of realizing a 'Self-reliant India' (Atmanirbhar Bharat).
- The College seeks to offer new courses relevant to contemporary times.
- The College has established a positive institutional image through its outreach and extension initiatives.
- The college continues to emphasise skill enhancement and incorporate additional certificate courses to enhance capacity building.
- The curriculum flexibility and multidisciplinary approach outlined in National Educational Policy (NEP)-2020 will increase collaboration prospects among different academic disciplines.

Institutional Challenge

- To initiate need-based and interdisciplinary courses. To address the students' constantly changing contemporary needs, it is crucial to incorporate pertinent value-added courses and programmes.
- There is a need for high-quality, interdisciplinary research in all the departments of the college.
- The growing prevalence of online courses and participants poses a challenge in enhancing reliability and scalability within IT infrastructure.
- Expanding co-curricular and administrative duties, in addition to obligatory academic commitments,

presents a challenge.

- The ongoing transformation of the higher education system in the country necessitates substantial infrastructure development to match the pace. The College requires rapid progress in creating state-of-the-art labs and initiatives for startups.
- Due to the requirements of the prescribed and time-bound syllabus, in in-depth field research outside the curriculum is a challenge that can be addressed with flexibility in courses and the ability of resources.
- The institution finds accommodating students from remote parts of India challenging due to the lack of hostel facilities.
- Following the onset of the COVID-19 pandemic, eliminating the minimum attendance mandate has led to decreased student participation in classrooms. This could affect students' learning and academic performance in the foreseeable future.
- Despite the advantages of online education, teachers now bear an increased responsibility to ensure that students can actively engage and comprehend classroom interactions facilitated by technology.
- A substantial proportion of students lack adequate preparation or readiness, indicating that a significant number of students are not sufficiently equipped or informed for a given task or situation.
- The initiatives aim to enrich students' experiences by organizing additional cultural and sports activities, fostering the development of cultural awareness and sportsmanship values within the student community.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

PGDAV College follows the curriculum set by the University of Delhi, ensuring adherence to academic calendars, timely release of timetables, and orientation programs for students and parents. The academic calendar includes details on semesters, breaks, examinations, and vacations, ensuring timely communication to students.

The college conducts orientation programs at the beginning of each session to familiarize students and parents with the curriculum, assessment criteria, library facilities, and co-curricular activities. Monthly reviews are held to evaluate curriculum coverage and address issues faced by students and teachers. A robust monitoring and mentoring process involves an internal assessment committee, ensuring fair grading through assignments, projects, quizzes, and class tests.

During the COVID-19 pandemic, the college swiftly transitioned to online classes using platforms like G-Suite, MS Teams, Moodle, Zoom, and emails. The Internal Quality Assurance Cell (IQAC) maintains a feedback system for continuous improvement.

In terms of academic flexibility, the college offers various add-on/certificate/value-added programs, with 4.81%

of students enrolling in such programs over the last five years. The institution integrates cross-cutting issues like professional ethics, gender, human values, environment, and sustainability into the curriculum.

The college actively engages in curriculum enrichment by offering courses that address socio-cultural concerns across different departments. Initiatives like the Women Development Cell (WDC) and the National Service Scheme (NSS) promote gender equality and community service. The college provides relaxation to female applicants. It also organizes workshops on anti-plagiarism standards.

The institution encourages project work, fieldwork, and internships, with 5.92% of students undertaking such activities. A comprehensive feedback system involves stakeholders like students, teachers, employers, alumni, and parents contributing to ongoing improvements. The Alumni Association plays a significant role in providing valuable feedback and recognizing exemplary achievements.

Overall, the report highlights the institution's commitment to curriculum quality, flexibility, and holistic development.

Teaching-learning and Evaluation

Regarding Teaching-Learning and Evaluation, the institution boasts an impressive enrolment percentage of 103%, demonstrating a consistent trend of filling seats over the last five years. The student-teacher ratio stands at 25.75%, ensuring an adequate balance for effective education delivery. Emphasizing student-centric methodologies, the teaching-learning process prioritizes experiential learning and incorporates Information and Communication Technology (ICT) tools, providing a Wi-Fi-enabled campus, well-equipped computer laboratories, smart classrooms, and remote access to library resources, catering to the evolving needs of modern learners, including those with disabilities who benefit from ICT tools provided by the Enabling Cell.

The teacher profile reflects a commendable 90.53% of full-time teachers hired against sanctioned posts over the last five years, with the majority holding advanced degrees, including 87.76% possessing NET/SET/SLET/Ph.D./D.M./M.Ch./D.N.B. or equivalent qualifications.

The evaluation process adheres to University of Delhi rules, ensuring transparency and effectiveness in both internal and external assessments. A robust grievance redressal system is in place, maintaining a time-bound approach throughout the assessment process, from syllabus communication to final exam results declaration.

Aligned with the University of Delhi curriculum standards and the National Education Policy, the institution evaluates program and course outcomes through orientation programs, internal assessments, and continuous student feedback. The pass percentage over the last five years stands at an impressive 89.56%.

To further enhance the educational experience, the institution has implemented a dedicated student satisfaction survey, collecting feedback through various channels. The report underscores the instrumental role of student input in shaping both administrative and academic decisions, showcasing a steadfast commitment to continuous improvement.

Research, Innovations and Extension

The College excels in research, innovation, and community engagement, securing INR 54.55 lakhs in grants

over five years, affirming its commitment to fostering a conducive research environment. The institution's innovation ecosystem, showcased through workshops and seminars on diverse subjects like intellectual property rights and entrepreneurship, remained resilient during the pandemic by embracing ICT tools.

Research productivity is evident, with an average of 0.84 papers per teacher in UGC CARE-listed journals. Emphasizing interdisciplinary collaboration, the College organizes international Faculty Development Programs (FDPs) on biomathematics, environmental sustainability, and literature.

Extension activities, integral to PGDAV's holistic approach, impact the community positively. Clubs like Enactus, Satark, NSS, and NCC undertake initiatives from empowering marginalized women to promoting consumer awareness and environmental conservation. The college's commendable efforts earned accolades, including the Mata Savitribai Phule National Education Award.

The institution's commitment to social responsibility is evident through 71 extension and outreach programs conducted in collaboration with industry, community partners, and NGOs. Covering themes such as Swachh Bharat, Cancer awareness, Collection drive for Flood affected areas and gender issues, these programs reflect the College's dedication to holistic education and community development. In summary, the College's research, innovation, and extension activities embody a vibrant, inclusive educational milieu.

Infrastructure and Learning Resources

The College boasts a well-established infrastructure that aligns with its commitment to delivering high-quality education. The academic block, equipped with 52 classrooms and Wi-Fi connectivity, accommodates diverse learning needs. The computer labs, environmental lab, and administrative block showcase the institution's dedication to practical learning, sustainability, and efficient administration.

The sports facilities underscore the college's emphasis on holistic student development. With well-maintained grounds for cricket, football, volleyball, basketball, a synthetic athletic track, and a fully-equipped gymnasium, the college provides ample opportunities for physical activities.

Regarding financial commitment, the college has allocated 35.27% of its expenditure over the last five years for infrastructure development, excluding salaries. Notably, the annual expenditure for infrastructure development has consistently increased, reflecting the institution's dedication to improving its facilities.

The library at college is a robust learning resource, boasting automation, digital facilities, and a vast collection of print and electronic resources. With a focus on inclusivity, the library provides support for differently-abled students through assistive devices and software.

The college's IT infrastructure has witnessed significant updates, with six computer labs, a strong internet connection, and a proactive approach to adopting online platforms, especially evident during the COVID-19 pandemic. The student-computer ratio is commendable at 2.33, with 1789 computers available for student use.

Lastly, the maintenance of campus infrastructure has seen substantial investment, with 55.65% of expenditure allocated for this purpose over the last five years. This financial commitment reflects the institution's dedication to ensuring a well-maintained and conducive learning environment.

Student Support and Progression

The College showcases comprehensive efforts and outcomes over the last five years in providing support, fostering progression, encouraging student participation, and actively engaging with its alumni.

In terms of student support, the institution provided scholarships to 7.46% of students over the last five years. Capacity-building initiatives, including soft skills, language, communication, life skills, and ICT skills, were implemented consistently. Guidance for competitive exams and career counselling benefited 32.76% of students. The institution has a transparent mechanism for timely grievance redressal, including sexual harassment and ragging cases, with no reported cases in the specified period.

Regarding student progression, 22.54% of outgoing students were placed or progressed to higher education in the last five years, and the report provides a yearly breakdown. Many of our students qualified in state/national/international level examinations, with a breakdown of qualifiers each year.

Regarding student participation and activities, the report highlights awards for sports and cultural performances, with details on the number of awards and the average number of events participated in by students. Alumni engagement is emphasized, with the alumni association actively contributing through events, meetings, mentoring, donations, and job placements.

Overall, the report provides a comprehensive overview of student support, progression, participation, and alumni engagement, utilizing percentages and numerical data to demonstrate the institution's efforts and outcomes over the last five years.

Governance, Leadership and Management

The College is strongly committed to effective governance, leadership, and management, aligning with its institutional vision and mission. Governed by well-defined policies, the institution implements the National Education Policy (NEP) and upholds sustained growth, decentralization, and active participation in institutional governance. Following the vision of Maharshi Dayanand Saraswati, the college prioritizes intellectual and moral development through education, science, and culture.

Offering a diverse range of undergraduate and postgraduate courses, the college focuses on inclusive education and holistic student development, employing a mix of online and offline pedagogical tools. It boasts cutting-edge infrastructure, a well-equipped library, and international-calibre sports facilities.

Guided by its mission, the college emphasizes excellence in teaching, environmentally friendly infrastructure, and smooth functioning through various committees. The Internal Quality Assurance Cell (IQAC) plays a crucial role in implementing the institutional strategic plan, adapting to educational reforms, and encouraging a research culture. Notable achievements include the successful implementation of NEP2020/UGC2022 and the appointment of 83 assistant professors.

The institution prioritizes green technology, implements e-governance, and ensures staff welfare through health insurance, maternity leave, and professional development opportunities. Financially, it receives funding from the government and the DAV trust, practising transparent financial management through regular audits. The IQAC contributes significantly to quality assurance, engaging in interdisciplinary activities and advocating for infrastructure enhancement. In summary, PGDAV College exhibits a comprehensive approach, focusing on

academic excellence, staff welfare, financial transparency, and quality assurance.

Institutional Values and Best Practices

The college stands as a distinguished institution, leading the way in sustainability, environmental stewardship, and consumer education. Acknowledged by the Mahatma Gandhi National Council for Rural Education (MGNCRE), the college holds the esteemed "Sustainable Campus" certificate, solidifying its dedication to environmentally conscious practices. Furthermore, it has earned the recognition of being a "Zero Waste Institute" by the Central Zone Municipal Corporation of Delhi, highlighting its effective waste segregation practices.

A significant focus on water conservation is evident through innovative measures, such as the daily reuse of 1600 litres of effluent water in washrooms. This exemplifies the institution's commitment to resource efficiency and sustainability. Beyond certifications, the college actively participates in environmental education programs with affiliations to global bodies like the United Nations, showcasing its commitment to addressing environmental challenges on an international scale.

The college's pinnacle recognition comes in the form of the "National Environmental Education and Awareness Award," underscoring its sustained efforts in fostering a culture of environmental awareness and responsibility.

In the realm of consumer education, the 'Satark' Consumer Club has emerged as a dynamic force, organizing knowledge-sharing sessions on topics like consumer rights, digital marketing, and social entrepreneurship. Creative competitions like 'Kavyanjali 2.0,' 'Reel Making Competition,' and 'Memezaar 2.0' showcase academic prowess and nurture creativity and collaboration. These initiatives align seamlessly with the College's broader commitment to holistic education, producing socially responsible and creatively vibrant individuals. The College is a beacon of academic excellence, environmental stewardship, and consumer education, setting high standards for institutional distinctiveness in sustainability and holistic development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	P. G. D. A. V. COLLEGE
Address	PGDAV College, Ring Road, Nehru Nagar, New Delhi - 110065
City	New Delhi
State	Delhi
Pin	110065
Website	pgdavcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Krishna Sharma	011-29832092	9871726471	-	pgdavcollege.edu@gmail.com
Associate Professor	Indranil Chowdhury	011-26132071	9810810521	-	indranil.chowdhury@pgdav.du.ac.in

Status of the Institution	
Institution Status	Grant-in-aid and Constituent

Type of Institution	
By Gender	Co-education
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	01-01-1957	View Document
12B of UGC	01-01-1957	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	PGDAV College, Ring Road, Nehru Nagar, New Delhi - 110065	Urban	7.122	8532.16

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,Economics,Honours Economics	36	Class XII	English,Hindi	49	44
UG	BA,English,Honours English	36	Class XII	English,Hindi	78	75
UG	BA,Hindi,Honours Hindi	36	Class XII	English,Hindi	78	48
UG	BA,History,Honours History	36	Class XII	English,Hindi	49	46
UG	BA,Sanskrit,Honours Sanskrit	36	Class XII	English,Hindi	49	13
UG	BA,Political Science,Honours Political Science	36	Class XII	English,Hindi	78	77
UG	BCom,Commerce,Programme	36	Class XII	English,Hindi	346	321
UG	BCom,Commerce,Honours	36	Class XII	English,Hindi	231	236
UG	BSc,Computer Science,Honours Computer Science	36	Class XII	English,Hindi	58	58
UG	BSc,Mathematics,Honours Mathematics	36	Class XII	English,Hindi	49	39
UG	BSc,Statistics,Honours Statistics	36	Class XII	English,Hindi	49	41

UG	BA,Social Science,Programme	36	Class XII	English,Hindi	231	245
UG	BSc,Mathematical Science,Programme Mathematical Science	36	Class XII	English,Hindi	57	40
PG	MA,Hindi,Hindi	24	Graduation	English,Hindi	22	6
PG	MA,Political Science,Political Science	24	Graduation	English,Hindi	22	11
PG	MCom,Commerce,	24	Graduation	English,Hindi	22	4
PG	MSc,Mathematics,Mathematics	24	Graduation	English,Hindi	22	4

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				176			
Recruited	0	0	0	0	0	0	0	0	69	65	0	134
Yet to Recruit	0				0				42			
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				74
Recruited	29	9	0	38
Yet to Recruit				36
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				9
Recruited	4	0	0	4
Yet to Recruit				5
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.	4	0	0	18	22	0	29	16	0	89
M.Phil.	0	0	0	3	12	0	6	5	0	26
PG	0	0	0	0	2	0	9	8	0	19
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	2	8	0	10
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	4	10	0	14
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	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
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
	1		1		2

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	377	485	0	2	864
	Female	209	199	0	1	409
	Others	0	0	0	0	0
PG	Male	3	9	0	0	12
	Female	7	6	0	0	13
	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	146	139	126	109
	Female	67	97	114	90
	Others	0	0	0	0
ST	Male	22	30	30	31
	Female	7	16	17	20
	Others	0	0	0	0
OBC	Male	248	239	274	222
	Female	93	141	123	112
	Others	0	0	0	0
General	Male	362	410	401	411
	Female	228	451	349	339
	Others	0	0	0	0
Others	Male	98	102	73	51
	Female	27	46	13	23
	Others	0	0	0	0
Total		1298	1671	1520	1408

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>PGDAV College, being a constituent of the University of Delhi, is operating with its aim to provide a multidisciplinary/interdisciplinary learning approach through a holistic and value-based learning environment to our students. The College offers both undergraduate and postgraduate courses according to the curriculum designed by its parent institute, the University of Delhi. PGDAV College has been following the prescribed 'Learning Outcomes based Curriculum Framework (LOCF) from the academic year 2019-20 along with National Education Policy 2020 (NEP) from the academic year 2022-23. LOCF focuses not just on knowledge delivery in higher education, but also on the application of knowledge</p>
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to real life experiences for undergraduate and postgraduate students. It introduces a credit system which could match the international educational pattern and promote multidisciplinary education that blends streams like Humanities, Philosophy, and Ethics. This curriculum inculcates in students an interest in multidisciplinary education by introducing Generic Elective subjects, Environment-Awareness subjects and Projects based on research-related skills. PGDAV College offers various interdisciplinary combinations of courses in Humanities, Commerce and Science at the under-graduate level in B.A. programme in Mathematics and Economics; Accounting/ Finance and Economics; Computer Application and Economics; Computer Application and Mathematics; and Entrepreneurship and Small Business (ESB) and Economics. A multidisciplinary course, B.Sc. Mathematical Sciences, is academically maintained by the Computer Science, Mathematics and Statistics departments. PGDAV College is one of the four Colleges of Delhi University which offers this multidisciplinary course. The University of Delhi has provided the facility for student's multiple entry and multiple exits under Under-graduate Curriculum Framework (UGCF). Keeping in mind the objective of NEP-ensuring foundational literacy and numeracy, leveraging digital technology in education, building future works skill and lifelong learning and strengthening research collaboration- PGDAV College centres around all its activities from the interdisciplinary perspective. Faculties of PGDAV College actively engage in the development, reorganization, and enhancement of the Undergraduate Curriculum Framework (UGCF) and embrace multidisciplinary teaching practice. In addition to that, various faculty development programmes (FDPs) are organized throughout the academic year to promote the sharing and learning environment among the faculty members of different disciplines like "Biomathematics" and short-term certificate course "Data Analysis Using R" where participants came from different fields, including Statistics, Economics, Mathematics. To involve the students in diverse forms of community service, the college societies such as NSS, Enactus and NCC organized various drives, seminars, workshops, and campaigns like cleanliness drive, yoga session, blood donation campaign, and Covid campaign. Promoting

	<p>multidisciplinary/interdisciplinary approach, our college encourages students as well as teachers to look beyond the textbooks and engage themselves with diverse activities to create a better society.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>In the transformative landscape of higher education, PGDAV College has emerged as a beacon of innovation and adaptability, particularly through its unwavering commitment to the Academic Bank of Credit (ABC) model. As a constituent institution of the University of Delhi, PGDAV College embraced this revolutionary framework in line with the mandates of the National Education Policy (NEP) 2020, catalyzing significant shifts in academic paradigms from 2018 to 2023. The inception of the Academic Bank of Credit in July 2021 heralded a new era in higher education, empowering students with unprecedented agency and flexibility in crafting their educational journeys. At PGDAV College, this paradigm shift was not merely embraced but wholeheartedly integrated into the institutional ethos, shaping every facet of academic life. Central to the ABC model is the digitization and valuation of academic credits, rendering them exchangeable educational assets. Through a credit-based system overseen by the University Grants Commission (UGC), students at PGDAV College gained the liberty to curate their learning experiences by selecting courses across diverse institutions. This dynamism not only enriched their educational pursuits but also fostered a culture of lifelong learning. PGDAV College's proactive implementation of the ABC framework exemplifies its dedication to academic transparency and innovation. By mandating that all enrolled students create accounts on the ABC portal since the 2022-2023 academic year, the institution demonstrated its commitment to embracing progressive educational paradigms mandated by the NEP and upheld by Delhi University. Furthermore, PGDAV College's adherence to the guidelines outlined by Delhi University underscores its alignment with the broader systemic changes envisaged by the ABC model. The institution's infrastructure development to facilitate the smooth accumulation, administration, and transferability of academic credits is a testament to its proactive approach towards embracing educational</p>

transformation. Moreover, PGDAV College's implementation of the Multiple Entry/Exit system as per Delhi University guidelines exemplifies its commitment to catering to diverse student needs and aspirations. By offering exit options at various credit milestones – Undergraduate Certificate after one year (44 credits), Undergraduate Diploma after two years (88 credits), Bachelor of (field of study) (Hons) after three years (132 credits), and Bachelor of (field of study) (Hons with Research) after four years (176 credits) – the institution empowers students to chart personalized educational trajectories while ensuring academic rigor and integrity. The integration of the ABC model at PGDAV College not only promotes academic autonomy but also fosters a culture of meritocracy and lifelong learning. By recognizing and valuing prior learning experiences, the institution encourages inclusivity and equity, aligning with the values espoused by the National Assessment and Accreditation Council (NAAC). In conclusion, PGDAV College's journey with the Academic Bank of Credit from 2018 to 2023 epitomizes its unwavering commitment to educational excellence and innovation. By embracing the ABC model, the institution has not only revolutionized traditional notions of higher education but has also empowered students to become architects of their academic destinies. As we continue to traverse the ever-evolving landscape of education, PGDAV College stands as a testament to the transformative power of progressive pedagogies and institutional vision.

3. Skill development:

PGDAV College actively boosts students' skills with workshops and certificate programs, enriching the curriculum. In the session 2018-19, the College offered an elective entitled 'Tech Abhiyas Data Analytics Course' and a talk on 'Mathematics and Technology'. Various departments organized Faculty Development Programs (FDP) and certificate courses to refresh teaching-learning skills and update subject knowledge through interaction with accomplished experts. The commerce department organised a seven-day FDP on accounting standards. In the academic year 2020-21, PGDAV College's Department of Commerce and IQAC organized an online short-term certificate course on 'Effective Communication Skills'. The course aimed to boost students' confidence and refine their communication skills.

During that year, the Department of Sanskrit and the Department of Economics, in collaboration with IQAC, arranged short-term certificate courses. These included "Sanskrit Sambhashan Shivir Avem Bhartiya Parampara: Samkaleen Pariprekshya" to teach Sanskrit speaking skills and "Data Analysis using R" to provide students with technical skills. In 2020, PGDAV College's Commerce Society, Commercium, organized a webinar titled "Bulls and Bears" to enhance students' knowledge and interpersonal skills. KAIZEN, the Career Counseling Club of PGDAV College, organised a dedicated workshop on "Communication Skills and Resume Writing," facilitated by Ms. Sadaf Taher from ITM, Mumbai. In the academic year 2021-22, PGDAV College actively enhanced student skills through diverse initiatives, including workshops like 'Statistical Concepts and Ordinary Differential Equations in R' and 'Data Analysis using R.' Diligentia, the entrepreneurship cell of our college, became notable for hosting participants from Shark Tank India in ground-breaking webinars. In 2022, Enactus delivered external training in social entrepreneurship to students. Kaizen, the career counselling club, organized in-house events focusing on personality development. Satark, the consumer club, provided practical experience with Consumers India. During the 2022-23 session, PGDAV College's Entrepreneurship Cell, Diligentia, initiated a 7-day 'E-Skills with E cell' Bootcamp from July 1 to 7, 2022, drawing over 150 participants. Additionally, they implemented the 'Surbhi' project, selling fragrant glass jar candles in New Delhi markets. Ecolibrium, the Economics Society of PGDAV College organized an interesting session on Research Paper Writing in 2022. One Day National Workshop on Vedic Mathematics was organized in collaboration with 'Shiksha Sanskriti Utthan Nyas' in 2022. The Department of Commerce hosted a certificate course on the 'Indian Contract Act-1872 & Remedies for Breach of Contract' in the year 2023. In collaboration with IQAC P.G.D.A.V., the Placement Cell conducted the 'Career Readiness Boot Camp' in the year 2023. These endeavours reflect the college's dedication to equipping students as well as the faculty with a well-rounded skill set, preparing them for academic excellence and success in their future endeavours.

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

PGDAV College is established on the principles of Maharshi Dayanand Saraswati, fostering an enriching learning environment that embraces the traditional cultural practices inherent in the Indian Knowledge system. In adherence to the National Education Policy, PGDAV College has actively integrated the Indian Knowledge system into its framework through workshops, certificate programs, enriched curricula, and a variety of elective courses. The philosophical foundations of diverse disciplines within the Indian Knowledge system have been incorporated into various elective courses. Regular monthly meetings are conducted by the college management to ensure the smooth delivery of lessons in a bilingual format. Teachers employ a bilingual approach to create a welcoming environment for students who prefer communicating in their native language. Vernacular languages are often used in tutorial classes to facilitate comfortable communication. In April 2021, the Department of History organized a lecture titled "Exploring the Significance of Studying History." Professor P.K. Basant served as the keynote speaker, emphasizing the importance of approaching history education from an Indian standpoint. The event highlighted the necessity of incorporating Indian literature in the learning and teaching of history. On July 30, 2021, the college hosted a webinar titled "Kautilya Ki Prashashan Vyavastha." The objective of the webinar was to provide insights into the well-structured and decentralized administrative aspects of the ancient Indian political system. The Department of Political Science offers courses that delve into the intricacies of the ancient Indian political system. The Sanskrit Department offers a course on culture and language within the Indian knowledge system, promoting the Sanskrit language through interdisciplinary papers. Additionally, to enhance students' proficiency in Sanskrit, the Department, in collaboration with IQAC, conducted a short-term certificate program titled "Sanskrit Sambhashan Shivir Avem Bhartiya Parampara: Samkaleen Pariprekshya" from April 1 to April 15, 2021. The training aimed to cultivate fluent Sanskrit speaking abilities among students by addressing misconceptions and discomfort associated with the language. The Hindi Department conducts courses on Lok Sahitya, Bhasha aur Samaj, playing a crucial role in cultivating a profound understanding of ancient

	<p>Indian traditions within the framework of the Indian Knowledge system. In December 2020, the department organized a workshop focused on the writings of Ram Dhari Singh Dinkar, with a particular emphasis on his work "Samskriti k Char Adhyaya." The event provided students with a valuable learning experience, contributing to the enrichment of their cultural knowledge. Under the guidance of faculty mentors, a student group collaborates with Vivekanand Kendra to organize a study circle hosting regular Yoga sessions and academic activities. This initiative helps students comprehend the values and ethos embedded in Indian culture and traditions. The SAMVAAD society within the Department of Political Science recently conducted a seminar on "Ancient Indian Democratic Values," raising awareness about ancient democratic traditions, including Vaishali, recognized as the world's oldest democracy, originating in India. Aligned with the principles of the National Education Policy (NEP) 2020, the various activities undertaken by the college have played a pivotal role in enabling students to gain a comprehensive understanding of the Indian Knowledge System.</p>
5. Focus on Outcome based education (OBE):	<p>PGDAV College has demonstrated an unwavering commitment to Outcome-Based Education (OBE). Adhering to the Learning Outcome-based Curriculum Framework (LOCF) prescribed by the UGC since July 2019, the institution consistently evolves its teaching methods, focusing on analytical skills, problem-solving acumen, and skill enhancement courses. Intra- and inter-departmental competitions and active student clubs provide practical applications of classroom instruction, fostering a well-rounded education. The Placement Cell's workshops and training programs have successfully facilitated recruitments by esteemed companies, enhancing students' employability. The college's research-friendly environment, extensive library resources, and inclusive measures, such as the book bank for underprivileged students, showcase dedication to holistic Outcome-Based Education. As the institution transitions, PGDAV College serves as a model for implementing OBE principles, aligning well with the National Education Policy (NEP) 2020. The college emphasizes student outcomes, practical learning, and holistic development, positioning itself as a beacon</p>

	<p>for fostering socially responsible citizens ready for global challenges. In the academic session 2022-23, PGDAV College maintained a student-centric approach, emphasizing dialogic instruction and specific learning outcomes under OBE. The Learning Outcome-based Curriculum Framework offers courses to enhance analytical abilities and creative thinking, ensuring students are well-prepared for employment. Diverse strategies, including interactive classrooms and workshops, promote outcome-based education, while student events and placement activities contribute to leadership and practical skill development. The institution's dedication to entrepreneurship is evident through initiatives like the 7-day 'Bootcamp and E-Summit'. PGDAV College, with its research-friendly environment and extensive resources, continues to provide a holistic learning experience for students, further solidifying its commitment to Outcome-Based Education.</p>
6. Distance education/online education:	<p>Embracing technology, PGDAV College implemented a dynamic approach to online education, aligning with the Digital India initiative and NEP 2020's vision for a digitally empowered society. As a longstanding constituent of Delhi University, PGDAV swiftly adopted diverse online methods during the pandemic. Virtual classes via Zoom, Microsoft Teams, and Google Meet became the norm, fostering real-time interaction. Faculty utilized LMS platforms like Google Classroom, Google Meet, and Microsoft Teams for materials and assessments. The College's facilities, including smart classrooms, an e-library, computer labs, and webinars, enriched the teaching-learning process. Reading materials were regularly uploaded to the college website. In collaboration with the Ministry of Education, Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching, PGDAV College organized several FDPs for the faculty and many certificate courses were conducted for students which were attended by students and learners from all over India.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	Electoral Literacy Club (ELC) has been established at
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<p>set up in the College?</p>	<p>PGDAV College , in collaboration with Samvaad, a Society of the Department of Political Science, since 2016. The ELC and Samvaad play a crucial role in fostering political awareness and civic engagement among students through seminars, workshops, interactive sessions, mock elections, debates, and awareness campaigns. Additionally, the Samvaad and ELC initiated programs like "Know your Republic," focusing on proposing innovative solutions to community issues, and "Voter Education Drives" to promote inclusive political awareness on campus. Furthermore, the ELC leverages digital media through the "Vote-Voice" online campaign to disseminate unbiased information and encourage voter registration. The club serves as a bridge between academia and civic engagement, contributing to the overall health and vitality of the nation's electoral system.</p>
<p>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?</p>	<p>P.G.D.A.V. College, affiliated with the University of Delhi, has consistently demonstrated a commitment to electoral literacy through its Electoral Literacy Club (ELC). These committees, appointed annually, play a pivotal role in promoting democratic values, engaging students in electoral processes, and addressing the needs of underprivileged sections of society. The periodic updates on the committee members and their activities underscore the institution's dedication to sustaining and enhancing the ELC. The ELC for the academic year 2018-19, constituted on July 01, 2018, included Dr. Abhay Prasad Singh as the convenor, Dr. Dinesh Kumar as the co-convenor, and students Prachi Seth and Mohit Singh as coordinators. The committees in the subsequent years have also seen a variety of student coordinators, showcasing a mix of individuals actively engaged in promoting electoral awareness. The duties outlined for the ELC involve voluntary contributions by students in electoral processes, active participation in voter registration, assistance to district election administration during polls, voter awareness campaigns, promotion of ethical voting, and efforts to enhance the participation of underprivileged sections of society. These duties align with the broader goal of fostering informed and responsible citizenship. The inclusion of students and faculty in the committee ensures a representative character for the ELC. Student coordinators</p>

	<p>contribute to the diverse representation within the club. The consistent appointment of convenor and co-convenor faculty members, Dr. Abhay Prasad Singh and Dr. Dinesh Kumar, respectively, adds stability to the leadership and ensures continuity in the implementation of initiatives. P.G.D.A.V. College's proactive approach is evident in the detailed duties assigned to the ELC, ranging from voter awareness campaigns to socially relevant projects and initiatives. The commitment to facilitating the enrollment of students above 18 in the electoral roll emphasizes the practical and tangible impact the ELC aims to achieve. The college's dedication to electoral literacy remains steadfast, contributing to the development of socially responsible and politically aware students.</p>
<p>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.</p>	<p>The Electoral Literacy Club (ELC) has embarked on innovative programs and initiatives, showcasing a dynamic commitment to fostering electoral literacy and active participation among students. These initiatives span various activities, each tied to specific dates and events, demonstrating a meticulous approach to promoting democratic values and ensuring inclusive electoral practices. Beginning with the promotion of voluntary contributions by students in electoral processes, the ELC encourages active student engagement, fostering civic responsibility. Simultaneously, the ELC places a distinct focus on students' participation in voter registration drives within both the college community and their respective regions. This proactive approach ensures that young individuals are not only aware of their electoral rights but also actively enrolled in the democratic process. An integral part of the ELC's initiatives is its involvement in assisting district election administration during the conduct of polls, offering students hands-on experience in the practical aspects of organizing and conducting elections. Voter awareness campaigns form a critical part of the ELC's calendar of events. Through workshops, seminars, and sessions, the club educates students and the wider community about the significance of voting, the electoral process, and the impact of their participation on shaping the democratic landscape. Ethical voting is a key objective for the ELC, emphasized through campaigns and awareness programs that underscore the importance of fair and</p>

	<p>responsible voting practices, contributing to the overall integrity of the electoral system. The ELC is committed to inclusivity, actively working towards enhancing the participation of underprivileged sections of society. This includes targeted efforts to engage with transgender individuals, commercial sex workers, disabled persons, senior citizens, and others, addressing the unique challenges these groups may face in the electoral process. The club has organized a series of insightful sessions, each tied to specific dates and featuring distinguished guests. Notable sessions include discussions on "First Time Voter" with Prof. Sanjay Kumar, Director of CSDS on January 4, 2018; a session on "Election 2019" with Shri Shakti Sinha as the chief guest on February 8, 2019; a discourse on "One Nation, One Election" with Dr. Mahesh Sharma, Director of Ektam Manav Sansthan on January 15, 2020; a session on "Electoral Reform" featuring Prof. Rekha Saxena from the Department of Political Science at the University of Delhi on March 19, 2021 and an online session on "Uttar Pradesh Election" featuring Dr. Vinay Sahasrbudhi, Member, Rajya Sabha Assembly on February 8, 2022. These sessions serve as platforms for informed discussions on electoral issues, contributing to the intellectual growth of participants. In summary, the ELC has taken innovative strides in promoting electoral literacy and active participation, aligning their initiatives with specific dates and events to ensure a systematic and impactful approach.</p>
<p>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 electoral processes, etc.</p>	<p>The college has undertaken several socially relevant projects and initiatives in the realm of electoral issues, showcasing a commitment to advancing democratic values and promoting active participation in electoral processes. The Electoral Literacy Club (ELC) and Samvaad, through their various activities, have significantly contributed to fostering awareness and understanding among students. Samvaad, known for organizing intellectually stimulating events, hosted a 2-hour speaker session on "Constitutional Moments in Indian Democracy" on November 29, 2022. Renowned Professor Anupama Roy from the Centre for Political Studies at Jawaharlal Nehru University shared insights, enriching students' understanding of constitutional dynamics. The annual event, "Know Your Republic," organized by Samvaad, stood out as a testament to the commitment</p>

	<p>to democratic values. In 2021, despite challenges, Samvaad extended the celebrations to a two-day event on January 22nd and 23rd. This initiative showcased resilience and dedication to fostering awareness about the diverse facets of the Republic. A webinar on "Indian Constitution and its Philosophy" was conducted, featuring Professor Ujjwal Kumar Singh from the Department of Political Science at the University of Delhi as the speaker. This event played a pivotal role in educating students about the foundational principles of the Indian Constitution. The two-day 'Know Your Republic 2021' witnessed enthusiastic participation from colleges and universities. The Inter-College Quiz Competition, Treasure Hunt Competition, Debate Competition, and Poster Making Competition engaged students from various institutions, fostering a spirit of healthy competition and promoting a deeper understanding of democratic principles. Furthermore, the ELC has been actively involved in electoral literacy campaigns. It encourages voluntary contributions by students in electoral processes, facilitates voter registration drives, and conducts voter awareness campaigns. The club is dedicated to promoting ethical voting and increasing the participation of underprivileged sections of society, including transgender individuals, commercial sex workers, and disabled people. In addition to these events, both the ELC and Samvaad have been instrumental in undertaking socially relevant projects such as research initiatives, surveys, and awareness drives. They actively contribute to creating content and publications that highlight the college's commitment to advancing democratic values. These efforts collectively reinforce the college's role in shaping socially responsible citizens who actively participate in the democratic processes of the nation.</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 P.G.D.A.V. College, recognizing the importance of student participation in the electoral process, has actively addressed the issue of students above 18 years who are yet to be enrolled as voters in the electoral roll. The Electoral Literacy Club (ELC) has been at the forefront of efforts to institutionalize mechanisms for voter registration among eligible students. The college's commitment to facilitating the enrollment of students above 18 in the electoral roll is reflected in the specific duties assigned to the ELC.</p>

These duties include active participation in voter registration drives both within the college community and the communities where students come from. The ELC, under the guidance of their convenor, Dr. Abhay Prasad Singh and co-convenor, Dr. Dinesh Kumar, have been instrumental in organizing campaigns to raise awareness about the importance of voter registration. The ELC, in collaboration with the district election administration, actively assists in the conduct of polls, ensuring that eligible students are not only aware of their electoral rights but also seamlessly integrated into the electoral process. By organizing voter awareness campaigns, the ELC contributes to creating an informed and responsible student electorate. In addition to the efforts by the ELC, the college itself plays a crucial role in institutionalizing mechanisms for voter registration. The periodic formation of the ELC Committee and its consistent inclusion in the college's agenda demonstrate a sustained commitment to electoral literacy. The college, led by the Principal, has fostered an environment where democratic values are not just discussed but actively practiced. Efforts to register eligible students as voters extend beyond campaigns and awareness drives. The college actively engages in socially relevant projects and initiatives, creating content and publications that highlight its contributions to advancing democratic values. The consistent inclusion of the duty to facilitate the enrollment of students above 18 in the electoral roll underscores the college's dedication to ensuring maximum student participation in the democratic process. In conclusion, the P.G.D.A.V. College, through its ELC and institutional mechanisms, is making commendable efforts to address the issue of students above 18 who are yet to be enrolled as voters. These efforts, driven by the college's commitment to democratic values, are crucial in nurturing an informed and actively engaged student electorate.

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
4172	4440	4082	3812	3744

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: 195

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
140	161	154	155	152

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
220.85651	97.30659	42.22522	99.27832	85.22736

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:

1.1.1 - The Institution ensures effective curriculum delivery through a well-planned and documented process

Response:

Curricular aspects of courses of PGDAV College are governed by the University of Delhi ordinance and guidelines. PGDAV College is a constituent college of the University of Delhi and follows a syllabus, academic calendar, and internal assessment criteria specified by the University of Delhi.

Academic Calendar and Timetable

The institution adheres to the academic calendar of the University for the conduct of assessment. The dates of commencement and completion of semesters, preparation leave, practical examination, mid-semester break, theory examination, and vacations are stated in the Academic Calendar and well informed to the students in advance.

Time tables both for teachers and students are finalized well before the start of each semester and flashed on the college website and displayed on the notice board of the college for the convenience of students.

Orientation Programs

An Orientation Program is organized in college for the students and parents on the very first day of the session where newly admitted students are enlightened about curriculum, internal assessment criteria, library facility, tutorials, placement cell and other co-curricular activities . Departments also organize their separate discipline-specific Orientation Programs to provide more insights into the subjects.

Monthly Reviews

Departments regularly hold monthly meetings to evaluate the curriculum coverage and discuss the problems faced by the students and teachers.

Monitoring and Mentoring Process

Departmental and college-level internal assessment committees are established to validate and oversee the grades.

Assignments, projects, quizzes, class tests, and group discussions are used in Continuous Internal Assessment to ensure that each subject has met its learning objectives.

The internal assessment consists of 25 marks (10 for assignments, 10 for class tests/projects, and 5 for attendance)

Additionally, faculty dedicate extra time to hold tutorial and remedial classes dividing students into smaller groups based on their needs for better attention and connection.

Moderation Committee

The College follows the Moderation Committee under Internal Assessment Ordinance VIIIIE. The Department Moderation Committee's members include:

Previous Teacher-in-Charge

Current Teacher-in-Charge and

Upcoming Teacher-in-Charge

The students can view the posted assessment marks on the college website. Grievances about the Internal Assessment are handled promptly and effectively.

Covid-19 pandemic

In 2020, with the beginning of the Coronavirus wave, the entire framework saw an extraordinary disturbance and the college needed to move to a web-based method of educating. The college adopted online classes mode through platforms like G-Suite, MS Teams, Open Source LMS Moodle, Zoom, Whats App, e-mails, and others.

Feedback

The Internal Quality Assurance Cell (IQAC) of the College sustains a proper Feedback System.

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: 8

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

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: 4.52

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
99	652	140	0	25

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:

PGDAV College contributes towards a healthy, progressive, equitable, culturally rooted, and sustainable society. Regarding significant socio-cultural concerns, teachers interact with students in the classroom following an inclusive approach. With this view, wherever possible, various departments of the college consciously opt for courses in their curriculum that deal with issues like professional ethics, gender sensitization, sensitivity towards human values, environment consciousness, and sustainability.

Following are the papers through which these issues can be discussed:

- Department of English offers courses on 'Contemporary India: Women and Empowerment' and a DSC paper titled 'Partition literature'.
- Department of Economics offers papers on such as 'Public Economics' and 'Development Economics I and II'.
- Department of Political Science has separate papers on 'Gandhi and the Contemporary World'. Another GE paper was offered to students of all honours named 'Understanding Ambedkar'.
- Department of History has offered two papers on women and gender.
- Departments of Hindi and Sanskrit offer papers on community, culture and gender
- Department of Commerce offers papers for enriching professional ethics and values.
- Department of Environmental Science conducts a compulsory course on environmental studies.

Ability Enhancement Compulsory Course - I (AECC- I) which aims to train students to cater to the need for ecological citizenship through the development of a strong foundation on the critical linkages between ecology-society-economy.

Women Development Cell (WDC)

The cell supports gender equality by educating and sensitizing students and faculty about gender issues. Events related to creating awareness regarding women's rights, physical and emotional well-being, safety, and legal rights are held regularly. Some of the most effective events held in the past include a self-defense workshop for girls, and theatre performances that addressed gender disparity.

NSS

The National Service Scheme (NSS) unit of PGDAV College is credited for being one of the most active NSS units of Delhi University. The NSS unit of PGDAV College undertook several projects. These projects helped to channel the energies of youth constructively during their free time.

Some of the activities are as follows:

- NSS and Bhartiya Sanskriti Sabha organise a session on the topic of 'Teachings of Sri Aurobindo' by Ms Lipika Rath on 18, July 2022.
- 'Pledge Taking Ceremony' organized by NSS on 'World Tobacco Day'.
- To enlighten, empower, and evoke the inner light mask-making competition for slum women named 'SUI DHAGA' was also organized by NSS.
- The team also organized a webinar on Gandhian Values on NSS day.

The College provides 1% relaxation to female applicants across all courses during admission

to encourage female enrollment. The institution holds many workshops/seminars to guarantee compliance with anti-plagiarism standards.

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: 5.92

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

Response: 247

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

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 97.25

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
1298	1490	1490	1312	1192

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1490	1490	1490	1312	1192

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](#)

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: 89.15

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
708	810	770	658	597

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
887	887	887	716	597

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

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 29.8

2.3 Teaching- Learning Process

2.3.1

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

Response:

Student-centric methods serve as cornerstone approaches to elevate the quality of the educational experience by harnessing the capabilities of Information and Communication Technology (ICT) tools. With time, and especially in the wake of the COVID-19 pandemic, the college has progressively adopted ICT tools in various spheres that align with the college's mission to prioritize the empowerment of students.

- The **wifi-enabled campus** allows students access to course materials, collaborate with peers, and work on assignments from various locations on campus, fostering flexible and self-directed learning.
- The five **computer laboratories** are equipped with desktop computers with up-to-date operating systems, software applications, high-speed internet, printers and scanners, and qualified faculty and technical personnel. These features enable students to access online databases and practice problem-solving skills by working on real-world challenges and case studies.
- **Smart classrooms** equipped with projectors and screens allow students to present engaging multimedia presentations such as animation, videos and even real-time conferences with remotely located resource persons.
- The **two seminar halls** also set up with ICT tools are the hub of many experiential learning experiences through seminars, workshops and lecture series held in them.
- The evolving needs and expectations of modern learners, preparing them for success in an increasingly digital world are addressed by Commerce, Economics, Statistics departments that use **software and database** such as CMIE PROWESS, SPSS, R Programming, C and C++, TORA, etc. to actively teach students how to use these software through **workshops and short-term courses**.
- Remote access to library resources (NETLIB 3.0.3) which includes the college's subscriptions to NLIST and thereby numerous journals and educational resources, besides the University of Delhi's vast materials and resources (DULS), ensures uninterrupted learning and sourcing of materials, even in the challenging times of a global pandemic. It also gives access to Braille library resources.
- The University's integration of Google Services during the pandemic for offering online classes and other teaching-learning tools continued even after the shift to regular classroom teaching. Google Classroom ensures easy access to learning materials and assessment tools. Platforms like Google Meet, Zoom etc. allow group discussions and brainstorming sessions at the convenience of the students.
- ICT tools leveraged for differently-abled students are provided through the Enabling Cell of the college such as screen reading softwares JAWS, OCR, Angel Daisy Reader, Netbooks, Zoom Ex Instant Text Reader, Lex Portable Camera, and trains students to make optimal use of these facilities.
- **Departmental societies and student clubs** are run by teams of effective faculty convenors and student members. Students plan, organise and execute seminars, academic talks, competitions, annual festivals etc. These activities give them hands-on experience in **organisational skills, leadership, team-work, presentation skills, financial management and ultimately, peer learning**.
- **Digital presence** is key in today's world, and students take charge in curating their respective societies' and clubs' events and achievements online **through websites, blogs and social-media accounts**. This challenges them to come up with innovative ideas to project their activities,

generate interest in their endeavours and attract talent for participation and collaboration with other students and institutions.

File Description	Document
Upload 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: 87.99

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
177	177	177	177	158

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	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: 90.29

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
146	144	135	131	132

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

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:

The college, being a constituent unit of the University of Delhi, follows the rules laid down by the University for conducting internal and external assessments. To ensure the efficiency of the assessment process, the college takes due diligence in each step of the procedure, from informing the students of the assessment rubrics to the grievance redressal and rectification stage, ensuring transparency, effectiveness, and student satisfaction in a time-bound manner.

- The semester system covers an average period of 4 months. At the beginning, teachers inform the students of the syllabus, reading list and assessment modules, schedule for internal assessment as well as external University examination.
- With the advent of the new NEP, the weightage of marks has changed considerably as compared to the earlier LOCF. In addition to internal assessment, continuous assessment is included which gives ample opportunity to a teacher to assess the student . Internal assessment is further divided into class test/practical, home assignments/projects, and attendance. Teachers carry out internal assessment and Continuous assessment keeping in mind the University academic calendar. They give ample time to students to prepare, such as the mid-semester break, to prepare for tests and assignments, ensuring optimal performance. Skill Enhancement Course and Value Addition courses have an additional component of a practical examination which is held prior to the written exam.
- Attendance tally is informed to students at the end of every month, and the record is submitted to the administration.
- The evaluation of the internal assessment is completed swiftly, and the marks are conveyed to students immediately. This gives them time to discuss their performance with their teachers and plan remedial measures such as extra classes, tutorials, and re-tests if improvement is desired. These remedial tests and assignments are also scheduled for students who have been away on medical leave or to NCC camps, sports and other co-curricular competitions representing the college or University
- The aggregate internal assessment marks are shown to students before the dispersal of classes at

the end of the semester. Students sign against their names when they are satisfied with their marks. In the event of any discrepancy, teachers will immediately rectify the matter.

- The Moderation Committee comes into effect and oversees the marking scheme and grading of the assessments.
- The IA Committee meticulously prepares the IA marks for all courses to be sent to the University examination branch. Before that, it publishes these marks on the college website for students to cross-check their marks. It also circulates the same document to students during exam time as a final round of verification. When all corrections are incorporated, the college sends the IA marks to the University.
- The final exams are conducted by the University. All college teachers partake in a centralized evaluation process by reporting to their designated centers.
- When the results are declared, students can apply for revaluation within 15 days of the declaration through an application sent to the Examination Branch of the University. Here, teachers and mentors guide students with the necessary steps to be taken.

File Description	Document
Upload 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 College adheres to the curriculum set by the University of Delhi. Over the years, the curriculum has changed from Choice Based Credit System (CBCS) to Learning Outcomes based Curriculum Framework (LOCF), and recently to one based on the vision of National Education Policy 2020.
- Each syllabus for every undergraduate and postgraduate course comes with specific learning objectives and expected outcomes. This document is intimated to respective Teachers-in-Charge and students in colleges.
- At the college level, Teachers-in-Charges convene meetings with faculty in order to thoroughly understand the syllabus. The selection of optional papers to be taught and multi-disciplinary courses to be floated by the department is also discussed, taking into consideration the relevance of the course, the attainability of the course objective, and the possibility of organising seminars, workshops, add-ons, and short-term courses around the papers on offer.
- Consequently, lectures and tutorial classes are thoughtfully designed to ensure that every Value addition Course and Skill Enhancement is justly considered.
- When the department has finalised these decisions, the syllabus, along with the learning objectives, course outcomes, duration of the courses and assessment tools are published on the college website.
- At the beginning of the academic year, the college organises an Orientation Programme in which

syllabus and evaluation process of each course is explained to students. The utilization of college resources such as library, Wi-Fi facility, laboratories, etc is also made known.

- Each department organises a separate orientation session for honours students to explain the syllabus guidelines.
- A similar orientation session is held for BA Programme and B.Com Programme students as well. These sessions serve as the initial indicators for assessing program and course achievements, as they involve student interaction and engagement.
- The Internal Assessment mechanism, along with the Continuous Assessment, which adds up to the final assessment occurs periodically throughout the semester and includes class tests, homework assignments, and project work. Additionally, class attendance serves as a significant gauge of effective progress toward course objectives. In cases where students require additional support, remedial lessons are provided based on their IA performance.
- The College also conducts internal reviews of semester results to evaluate program and course outcomes. These evaluations are discussed within Apex and Academic Committees, as well as at the departmental level, with input sought from both educators and students.
- The programme and course outcomes can also be measured through the progress of students after they graduate. The endeavours of the Placement Cell have shown remarkable performance across various metrics, supporting students in securing impressive job placements and pay packages. Several student societies also prepare students for careers in the civil services and corporate sectors. Valuable student feedback helps address any gaps or issues they encounter, ensuring the effective achievement of academic objectives.
- Many students pursue higher studies both domestically and abroad each year. Our Alumni association maintains a strong connection with former students, who frequently return to share their knowledge and life experiences through talks and interactions with current students. They counsel students about industry trends and how curriculum selection can prepare them for the skill sets required to ace competitive exams and recruitment processes.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college categorically ascertains that every curriculum set by the University of Delhi is adhered to. The vision with which the New Education Policy was introduced recently is taken forward every semester in all earnestness. Specific learning objectives and expected outcomes associated with the syllabus of every undergraduate and postgraduate course are our prime concerns. In the departmental meetings, fundamental concepts, principles and theories are discussed to get a better understanding of the syllabus. The department then finalises the papers to be taught and also the multidisciplinary and optional papers that need to be floated. We mean to incorporate learning as a means to tackle constant change. As

we sincerely emphasize on learning outcomes, lectures and tutorials are professionally designed to help students develop a consciousness of freedom. A thorough and extensive outline of the syllabus, along with the learning outcomes, duration of the course, assessment methods, etc. are published on the college website.

Every academic year begins with an orientation program, which lays the foundation of every student's academic journey. It familiarises students with our academic standards and establishes every course's purpose, outcomes, expectations, and policies. The orientation programme helps students adapt faster and a student can swiftly acclimatize to the new environment and reap maximum benefits from all the facilities like library, canteen, laboratories, etc. The BA programme and BCom programmes students benefit immensely from the orientations organised specially to expound the program, explain the various guidelines, and demonstrate a strong sense of fellowbeing. The internal assessment, which is specifically designed to achieve course objectives smoothly and thoroughly, is calculated on the basis of the tests, assignments, project work, etc submitted by the students during the course of the semester. Class attendance is a significant marker to gauge progress towards course objectives. Remedial lessons are held for students who require additional guidance and support. Every department conducts internal reviews of the semester results with a view to evaluate and fathom the course outcomes. The Apex committee and the Academic committee take stock of the results and seek inputs from the teachers as well as the students for a more comprehensive scrutiny. The success of every endeavour and methodology applied across various disciplines can be interpreted only by the achievements of the students after they graduate. The Placement Cell has shown a strong commitment to student growth and excellence. It has unwaveringly provided diverse career opportunities for our students, helping them secure impressive job placements and packages. Specialised student societies also prepare students for careers in the civil services and other competitive exams. Interacting with students and improving through their feedback has always been our redeeming feature. The Alumni association takes a sincere interest in connecting with all the passed-out students and building a stronger and vibrant brotherhood. Interacting with the Alumni's is stimulating and provides authentic experience, and promotes student engagement. They are often invited as guests to share their experiences and industry trends.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 89.56

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
1214	1251	1194	1222	1010

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
1399	1312	1255	1367	1245

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.34

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: 54.55

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
50	0	0	1.95	2.6

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:

- The Placement Cell of the College did a marvellous job of boosting students' knowledge and arranged countless sessions and seminars to equip students with various kinds of skills and prepare them for their future careers. It organized successful sessions on Soft Skills, Emerging Technologies in the IT Industry, Campus to Corporate Transition, English Communication Skills, and other related topics, attracting a substantial number of participants. The sessions garnered significant interest and participation from the audience.
- The Economics and the Commerce department enlightened the faculty on 'Intellectual Property Rights' in a Faculty Development Programme (FDP) session (Research & Methodology). They also joined hands with TLC Ramanujan College (another organisation/ industry/person) to host an FDP on Accounting Standards. Ramanujan College TLC further extended the learning by conducting a one-week FDP on the same topic. Pioneer E Solutions opened the doors for various students and teachers under MoUs to experience an internship opportunity.

- The College is a hub of diverse societies, each with its niche and flair. From 'Ecolibrium: Economics Society', to 'Samvaad: Political Science Society', to 'Anant: Mathematics Society' and more, they have all hosted amazing seminars and workshops in the last five years.
- Despite of pandemic phase in the year 2020, the college has adapted itself to innovation through ICT methods. The Commerce Department showed how to use ICT tools to transform the teaching-learning process in a basic webinar series. The Computer Science department taught the skills of ReactJS, CSS, JavaScript, and HTML in workshops, and explored the pros and cons of GPT-3 in a webinar. The Mathematics department invited experts from around the world to share their insights on Biomathematics in an online International FDP. They also organized a workshop on Vedic Mathematics which was conducted in collaboration with 'Shiksha Sanskriti Utthan Nyas', a trust working in the field of education and culture in India. The Hindi Department discussed the future of literature in the context of new perspectives in a seminar called “Naye Vimarshon ke Sandrbh Me Bhavishy Ka Sahitya”. The college also welcomed the Teach for 'India Workshop' and many other events that covered topics such as environmental sustainability, biological diversity, computational Sanskrit, coding challenges, and more. These activities demonstrated the college's passion for learning and growing in both theory and practice.
- "Das Diwsiya Sanskrit Sambhashan Shivir" was organized by the Sanskrit department of the college. The camp aimed to teach the basics of Sanskrit language and culture to the participants, who were mostly students and faculty members of the college. It covered topics such as Sanskrit grammar, literature, philosophy, and pronunciation and also included various activities such as quizzes, games, debates, and presentations to make the learning process fun and interactive. It was a success and I received positive feedback from the participants, who appreciated the opportunity to learn and practice Sanskrit in a friendly and supportive environment.
- The History department organized a one-day National Seminar on the topic 'Tomar evam Chauhan Rajvansh ke Antargat Gauravshali Dilli' as a part of Azadi Ka Amrit Mahatsav. The seminar focused on the glorious history of Delhi under the rule of the Tomar Chauhan dynasties.

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: 104

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
36	33	34	0	1

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: 0.93

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
47	40	18	31	45

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

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: 0.36

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
1	4	23	32	11

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

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:

The College fulfils the goal of holistic development, sensitizing students to social issues and finding means to address many social problems.

- Enactus PGDAV has three units that foster entrepreneurship and social innovation:
 - Project Kora Kaghaz: It aims to empower women from marginalized communities by training them to become entrepreneurs in the stationery business. It has successfully produced one entrepreneur, Rukhsaar, who now runs her own brand 'Abhilasha'.
 - Project Nistaaran: This project turns trash into treasure, and turns ragpickers into proud producers and sellers of organic manure by providing them with the skills.
 - Project Sugandh: The project provides a sustainable livelihood to women from vulnerable sections of society. It aims to produce eco-friendly sticks.
- Satark, The Consumer Club of PGDAV, makes the students aware of their rights and responsibilities as consumers. From inter-college contests and panel talks to internships and research projects, Satark offers a range of activities to promote consumer awareness and empowerment. Additionally, it spreads awareness about the responsible disposal of E-waste through E-Parisaraa Pvt. Ltd. – an authorized electronic waste recycler.
- Being a proactive unit, the NSS unit of the college keeps on organizing several events to promote social responsibility and environmental awareness. In the past few years, it organized “Swachhta Pakhwara”, a water conservation campaign in nearby slums, a tree plantation drive, and distribution of food, cloth, etc in the college and the slum areas it has adopted. In collaboration with the Red Cross Society and Lion’s Club India, it conducted a Blood Donation Camp that

recorded an astonishing 181 units of blood donation in a single day. It organized flood donation drives through GOONJ for the flood victims in Bihar and Kerala. Further, it collaborated with Udyan and Udaan for an awareness program titled “People for Animals”, aimed at fostering a sense of care for animals. Furthermore, it organized ‘Pahal Khushiyon Ki’, a donation drive for clothes, blankets, toys, etc for distribution among slum dwellers. NSS volunteers also visited Guru Vishram Vriddhashram and organized the Mega Swachhta drive, an awareness programme to promote cleanliness and environmental awareness among the students and staff of the college. It also aimed to inspire others to join the movement and contribute to the Swachh Bharat Harit Bharat (Clean India Green India) mission. NSS PGDAV has also a drama society that organises and participates in various Nukkad Natak events and competitions, both within and outside the college campus. Some of the themes that NSS PGDAV has performed Nukkad Nakat on are women empowerment, digital India, and humanity.

- The NCC unit of the college actively organized various activities like PT drill, parade, firing, intercollege competition etc. They also showed their commitment to the environment by conserving water and planting trees. The unit won the best guard of the year and drill award in an intercollege competition, along with many other accolades in national and state-level camps and the National Integration Awareness Program.
- The Environment Studies department organized various programmes like International Tigar Day, The World Elephant Day etc to spread awareness about the value of the environment in human life.

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:

The college has achieved a series of glorious feats in the last five years that have made it a shining star in the academic world:-

? Professor Krishna Sharma, the head of PGDAV College, was awarded the Mata Savitribai Phule National Education Award from the International Mata Savitribai Phule Sodh Sansthan. She was praised for her work in advancing education for female children, especially those who belong to the oppressed and marginalized communities.

? Enactus PGDAV emerged as the undisputed champion in league 3 of the new team league round of the Enactus India National Competition. It defeated its rivals with its innovative and impactful projects that showcased its entrepreneurial spirit and social responsibility.

? NSS PGDAV College received a silver medal for leadership in tobacco control from the Sambandh Health Foundation. They displayed their exemplary courage and vision in fighting against the menace of tobacco and promoting a healthy lifestyle among the masses.

? PGDAV College was recognized by the Municipal Corporation Delhi for its efforts to reduce, reuse and recycle its waste materials. The college received the Zero Waste Institution award, which is given to institutions that follow the principles of zero waste, such as minimizing waste generation, maximizing resource recovery, and avoiding landfilling or incineration of waste.

? The college received recognition from Invest India through the Swachhta Saarthi Fellowship for its exemplary contribution to the Waste to Wealth mission, which aims to create a zero-waste and zero-landfill nation through scientific and innovative solutions.

? NCC PGDAV, Girls Unit was also awarded a Certificate of Appreciation by the Director General for its significant contribution as a cadet corp.

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: 54

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
27	13	2	5	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

3.5 Collaboration

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.

Response: 175

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

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:

The College consistently strives to offer high-quality education and promotes the holistic growth of its students with the aim of cultivating informed, conscientious, and empowered citizens. The establishment features an accessible and robust infrastructure conducive for education, knowledge acquisition, and the all-encompassing advancement of its students.

- The **Academic** block includes a comprehensive setup with a total of 52 **classrooms**, including 20 rooms with ICT facilities, while an additional **12 tutorial rooms** offer a more personalized and focused learning environment. The college campus is **Wi-Fi** enabled, which serves as a valuable resource for both students and teachers to access online educational resources, research material etc. The college has wheelchairs, ramps, washrooms and lift facility for differently abled students.
- The college has **six computer labs** with sufficient computer hardware, reliable internet connectivity, and projectors, and software packages, including R, RStudio, Python, Tally, SQL, Octave, Php, MySql, Apache Server, VS Code, Android Studio, Dev C++, gc++, Gprolog, Blender, Nmap, Zenmap, WxMaxima, OpenOffice, Latex and Java.
- The **Environment lab** highlights the commitment of the institution to hands-on, experiential learning, fostering an appreciation for sustainable environment.
- The **Administrative Block** includes Office of the Principal, the Bursar's Office, the Accounts Section, and the Administrative staff office which are fully digitized.
- The institution features two seminar halls with impressive seating capacities of 300 and 100 respectively, accommodating a variety of events, conferences and workshops.
- The college has a fully air-conditioned staff room with locker facility and a pantry and individual departmental rooms cum reading room for the teachers.
- The college has Herbal Garden and lawn which adds to the aesthetics of the college.
- The college has boy's and girl's common room and a medical room with first aid facility for the students, faculty and office staff.
- A dedicated room is allocated to the Cultural Society of the college. This room is well-equipped with musical instruments, creating a conducive environment for students to practice and develop their artistic talents.
- The college has other amenities like canteen, bank, photocopy and printing centre, sanitary pad machines, juice stalls, parking facility, rain water harvesting system etc.

The **Department of Physical Education** of the college places a strong emphasis on the holistic

development of its students, recognizing the significance of sports and extracurricular activities through a robust sports infrastructure which includes:

S.no	Sports activity	Area/size
1	Cricket Ground	70m long boundary all around
	Cricket centre wickets (standard)	3
	Cricket nets turf wickets (standard)	3
	Cricket nets Astroturf	2
	Flood lights 30 m height	3000 lux in centre
2	Football Ground	5850 sq. m
3	Multipurpose hall	2592 sq. ft
	Judo	240 sq. m
	Table Tennis	2 table
	Chess	4 stations
	Carrom	4 stations
4	Volleyball ground	360 sq. m
5	Basket ball	420 sq. m
6	Synthetic Athletic Track	400 m
	(Running and Walking)	
7	Semi-Olympic (200m) Track	1
8	Gymnasium	
	Treadmill	1
	Bicycle ergometer	1
	Multigym	1
	Leg extension	1
	Dumple	200kg
	Iron plates	300kg
	Thera band	5pc
	Kettlebell	4 set
	Swiss ball	2
Weight ball	5	
Yoga mats	25pc	

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: 35.27

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
106.26022	38.31457	7.03275	28.46380	12.11722

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

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 PGDAV College library has a total area of 510 square metre with an air-conditioned reading hall having a seating capacity of 200 students.
- The library has check point/ property counter, circulation counter, membership counter, acquisition section, classification and catalogue section, technical processing section, journal/periodical display section and a book bank section etc.
- The library has subscribed for DELNET-Developing Library Network for the year 2022-23 and automated itself in the year 2004 using the Library Management Software, NETLIB, which was updated to version 3.0.3 in 2009.
- Three terminals are dedicated to OPAC (Online Public Access Catalog) for checking the availability of books in the library.
- The library is Wi-Fi enabled and has a computer lab for students and faculty for research and other academic purposes. This setup allows easy access to a vast collection of e-resources available through various platforms.
- The library also issues laptops to faculty, students, and different societies of the college. The library has a stock of 1589 laptops and thereby bolstering the student-computer ratio significantly.
- The library has an extensive collection of more than 1,00,000 print books and a subscription of 75 periodicals and 19 newspapers.
- The college exclusively subscribes to N-LIST resources, which includes more than 1,99,500 e-books and 6,000 e-journals.

- The DULS provides remote login facilities to all postgraduate and research students and faculty members of the University.
- During the COVID-19 lockdown, 1069 students benefited from N-LIST resources in academic session 2020-21.
- The college library has a book bank collection of 12,497 books for needy and meritorious students.
- The library is accessible to differently-abled students with the help of a fully operational lift.
- Various assistive devices and software, such as Braille software (JAWS), ANGEL DAISY Reader, MP3 Recorder, Laptops, Zoom X Instant Text Reader and Lex Portable Camera etc. are made available to differently-abled users to support their teaching and learning process.
- The library promotes membership to Braille Library, DU and encourages students to use Sugamya Pustakalaya. Sound recording facility has been made available in a dedicated lab SWASHRIT and the college library has subscribed to 'White Print', an English Braille magazine.
- The library has access to URKUND software from January,2020, provided by DULS for checking of plagiarism in academic writing both for students and teachers.
- The library also has three printers for various kinds of printing work for the faculty and the library staff.
- The institution has access to the following e-resources
 - e-journals
 - e-ShodhSindhu
 - Shodhganga Membership
 - e-books
 - Databases
 - Remote access to e-resources
- The average annual expenditure for purchase of books/e-books and subscriptions to journals/e-journals during the last five years has been Rs. **9.894136(in lacs)**.
- In academic year 2022-23, 206 users accessed the library through N-LIST and physical footfall for the same period is 47,302. The per day average usage of library during 2022-23 stands at 263.5658.
- The library staff is also involved in research activities like publishing research papers, conducting webinars etc.
- The college library conducts awareness campaigns on National Digital Library of India and organises book fairs for students and faculty.

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 college has **six computer labs** with 200 computers installed therein (**additional 1589 laptops for the usage of faculty and students for various academic, college activities and administrative purposes**) and are equipped with projectors for a more interactive learning experience.
- All college computers are connected via Ethernet LAN, promoting seamless communication and data sharing.
- The college provides a robust internet connection with a bandwidth of 100 Mbps, ensuring that online activities and research work can continue smoothly.
- The college promptly issued institutional IDs to students during the COVID lockdown period which helped in facilitating academic activities during these difficult times.
- The college subscribed to **Zoom** online platform in January, 2021 with a capacity of 500 attendees in a meeting.
- The college also provided computers and laptops within the college premises, to assist students in giving the Open Book Examination without any hindrance.
- The college maintains a policy of providing laptops to faculty members whenever they require them, further enhancing their ability to engage in online teaching and administrative tasks.
- The college provides support to visually handicapped students through the library, which offers computers with pre-installed talking software. This accommodation ensures inclusivity of differently abled students ensuring that all students have equal access to academic resources.
- The labs are equipped with the latest version of the softwares including **R, RStudio, Python, Tally, SQL, Octave, Php, MySql, Apache Server, VS Code, Android Studio, Dev C++, gc++, Gprolog, Blender, Nmap, Zenmap, WxMaxima, OpenOffice, Latex and Java.**
- The college has access to **CMIE Prowess Database** since October, 2020 for research in Commerce, Finance and Economics discipline.

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: 2.33

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

Response: 1789

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

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: 55.65

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
97.76578	48.81628	28.52372	62.73687	65.41071

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

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: 7.4

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
264	274	150	400	410

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](#)

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

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: 32.5

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
3638	1970	193	400	380

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: A. All 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

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: 22.55

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
263	156	218	362	324

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
1258	1183	1194	1222	1010

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

5.2.2

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

Response: 0.95

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
9	2	3	14	15

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

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: 752

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
134	141	89	189	199

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

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: 93.8

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
179	103	112	37	38

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:

Response:

“Former students should strengthen their bonding with their former institutions”

- Narendra Modi (The Hon’ble Prime Minister of India)

Understanding the significance of establishing a link between the alumni, staff, and students, PGDAV College’s **Alumni Association** has been carrying out active engagement with its former students for they are one of the most important stakeholders for nurturing long-term progress of an institution and its students. Some of the concrete measures of support provided by the Alumni Association of PGDAV College during the last five years are mentioned below:

1. The College organizes events where the alumni have a direct participation in the college campus like **Fresher’s welcome** in the beginning and a **Family lunch** for alumni, their family and teachers in the month of January where our former students meet the faculty and current students in a more informal manner. In these events, sundry other activities are also conducted such as hawan, games, welcoming a new member, prize distribution and dinner.
2. Regular meetings are being organized by the alumni association to foster engagement between the alumni and their alma mater. **Annual General Meeting** is held on the first Sunday in the month of April. **‘PGDAV Ratan’** awards are given to former students who have shown exemplary achievements in their career. This is followed by dinner and felicitation of all the teaching and non-teaching staff who have retired in the current session.
3. The most visible involvement of the alumni is by contributing their time to participate in functioning of the college, mentoring students, leveraging their contacts to support college administration, faculty and students in their various endeavours, donating books, donating money and giving guidance to aspiring graduates. They also assist and guide the students to crack the interviews.
4. They are invited as resource persons at various events, guest lectures and panel discussions. They share their respective experiences from various domains and facilitate things for the students. They keep the faculties and the placement officers abreast about the available job opportunities.
5. Alumni come to campus also as **recruiters for their companies** and recommend and promote our students to their employers for campus placements.
6. Some alumni have **joined the College** as teaching and non-teaching staff.
7. The Alumni Association is independent of the College and has its separate funds, proper accounts of which are maintained.
8. During the Covid-19 pandemic the Alumni Association extended every possible support to the college authorities. The placement cell conducted an **Alumni Connect** (online) session with our Alumni from EY and Deloitte to help the students understand the hiring process.

9. It is a matter of pride for our institution that our former students are occupying key positions in different walks of life like Manoj Prabhakar (former cricketer), Dheeraj Verma (comic book artist/creator), Arvind Babbal (director and producer) and Vijay Raaj (actor) among others.

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 College embraces the vision of Maharshi Dayanand Saraswati, focusing on fostering both intellectual growth and moral fortitude through education, science, and culture. The institution boasts an esteemed cadre of knowledgeable educators and supportive staff, reflecting its unwavering dedication to academic excellence. Offering a diverse range of thirteen undergraduate and four postgraduate courses across twelve disciplines, including Honours and Programme degrees, the college is committed to providing inclusive education. Through a combination of online and offline pedagogical tools, the institution creates an environment conducive to holistic growth. Supported by cutting-edge infrastructure, an outstanding library, and a friendly support system, The College stands as a crucible for the comprehensive development of its students. Whether it's a grand auditorium, well-equipped laboratories, or international-caliber sports facilities, the college prioritizes providing resources for the holistic development of its student body.

1. The College always attempts to achieve academic excellence through the search for new prospects of knowledge.
2. By imparting quality education, competent skills and moral values the college is committed to produce intellectually competent, morally upright and socially committed citizens of future.
3. The college aims to offer a combination of 'Shiksha' and 'Sanskara' modern education rooted in Indian values for nation-building and the welfare of society.
4. The governance of the college is driven by well written policy on admission, teaching, learning and evaluation systems prescribed by the University of Delhi.
5. Our mission vividly encapsulates the actions of the institution and spells out an overall goal by providing clear directions for decision making. The governance of the college completely relies on the following objectives with a specific agenda in order to fulfil the mission and vision of the college. The college focuses on:
 - a. To strive for excellence in teaching, learning and evaluation pedagogies to assure a holistic formation of students.
 - b. To create excellent environmental friendly infrastructure and facilities for its users.
 - c. The smooth functioning of the college is being executed by various committees formed by the Staff

council of the college.

6. At the beginning of every academic year the college conducts a common orientation programme for newly admitted first year students to make them familiar with the college environment. The respective departments also organise orientation programme for the students to make them understand about the course in detail.

7. The admission process is being successfully done in every year with the active participation of teaching, non-teaching staff and student volunteers.

8. The IQAC of the college is effectively functional by the active participation of faculty members, non-teaching staff, students and alumni. The Alumni Association is dedicated to the advancement of the College through the active involvement of alumni, teaching staff, and administrative office bearers.

9. The Website team is accountable for maintaining the accessibility and operational functionality of computers and ensuring high-speed connectivity throughout the campus.

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:

PGDAV College effectively implements its institutional strategic/perspective plan, led by the proactive efforts of the Internal Quality Assurance Cell (IQAC). The institution demonstrates commendable progress and a strong commitment to academic excellence and overall development. Notably, the systematic deployment of the Annual Performance Appraisal Report (APAR) system for faculty underscores a focus on continuous professional development and academic accountability. The successful facilitation of faculty promotions and the encouragement of a research culture through the establishment of a dedicated Research Cell reflect the institution's dedication to fostering academic growth and innovation.

The academic year 2022-23 stands out for PGDAV College with significant milestones, including the implementation of NEP2020/UGCF2022 and the notable achievement of appointing 83 assistant professors on a permanent basis. This reflects the institution's ongoing commitment to staying abreast of educational reforms and ensuring a robust academic environment. The College, as a part of the

University of Delhi, adheres to the governing Act and Statutes with great diligence. It strictly adheres to the rules and regulations set forth by the UGC concerning appointments, teaching, admissions, examinations, and research in the realm of higher education. The clear organizational framework of the college underscores decentralization as its fundamental guiding principle in the college's overall operations. The college's governance and leadership embrace a distinct culture of decentralization and participatory management, emphasizing its strong commitment to the comprehensive development of all individuals involved with the institution. The institution possesses a forward-thinking strategy for its growth and broadening of scope, with a primary emphasis on enhancing overall institutional progress through the improvement of various facilities and infrastructure.

The Internal Quality Assurance Cell (IQAC) at the College, led by the Principal as the Chairperson and a senior faculty member as the Coordinator, includes representation from teaching and non-teaching staff, students, academic professionals, industry experts, and College alumni. Its primary objective is to uphold and enhance academic and non-academic quality standards in both teaching and administrative aspects. The College houses numerous specialized cells and units, such as NSS, NCC, Placement Cell, and others, with the aim of enhancing different dimensions of higher education. There are 13 departments in the College, and the role of supervising each department's operations is assigned to a Teacher-in-Charge (TIC). The College is currently making comprehensive preparations for the incorporation of the National Education Policy 2020. The IQAC has intentions to organize regular Faculty Development Programs (FDPs), Refresher Courses, as well as national and international conferences, seminars, and webinars. The institution has a proposal for integrating green technology and energy efficient possibilities to create an eco and user-friendly environment. To achieve this goal the college is considering the following systems such as:

1. Use all efficient possibilities to create an Eco and user-friendly environment.
2. Rainwater harvesting is mapped out.
3. Recycled water to be used for plantation and other needs.
4. Installation of solar panels on the terrace for the generation of electricity.
5. The solar water heater has been considered.
6. Maximum considered for construction.

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:

The institution prioritizes the well-being and welfare of both its teaching and non-teaching staff. A comprehensive range of welfare measures has been thoughtfully designed to ensure the holistic care of our esteemed personnel. These measures encompass health insurance coverage, the provision of medical and maternity leave for eligible staff, entitlement to earned leave for faculty members, access to a well-equipped gymnasium, and the presence of a dedicated medical center on the premises. In addition, the institution takes pride in fostering a multicultural environment, exemplified by the inclusive celebration of various festivals on campus. The commitment to professional development is evident through sponsorships for participation in domestic and international conferences.

The college has undertaken effective welfare measures for the teaching and non-teaching staff. The administration is very keen on the academic advancement and welfare of the staff. Staff members are encouraged to attend Orientation and Refresher Programmes as well as various development programmes by the University and other agencies. Staff members are encouraged to pursue PhD, attend conferences, seminars and workshops in their subject as well as in their area of interest. The college also provides the following facilities:

1. The UGC-endorsed Central Government welfare schemes are extended to PGDAV College employees, encompassing benefits such as medical expense reimbursement, various types of leave entitlements, and LTC/HTC eligibility.
2. PGDAV College offers several amenities to enhance the well-being of its staff. Air-conditioned staff rooms, office spaces, and a library are equipped with quality furnishings and well-stocked pantries. The library features a Wi-Fi-enabled teachers' reading room and lounge, complete with computer-equipped workstations. The College canteen serves delectable and hygienic food.
3. A clean and eco-friendly environment plays a vital role in promoting the welfare of both staff and students. The College campus boasts of an abundance of trees and plants, well-maintained lawns, a professionally maintained cricket field, clean restroom facilities, access to RO drinking water, and round-the-clock electricity supply. These elements contribute to creating a conducive work environment, aided by a responsive and supportive housekeeping and maintenance team catering to the College community's general well-being.
4. The College operates a functional medical room furnished with a bed, oxygen cylinders, tools for measuring blood pressure, blood sugar, and oxygen levels, as well as a sufficient supply of essential medications. A part time trained doctor and a nurse is appointed to offer first aid and emergency medical assistance to the staff.
5. The College maintains a well-kept gymnasium, equipped with fitness apparatus such as push-up bars, a gym cycle etc.
6. A Cooperative Thrift and Credit Society for the teaching and non-teaching staff provides loans at a reasonable rate. Top of Form

The other Existing welfare Schemes for Teaching and Non-teaching staff:

Credit and Thrift Society

Medical reimbursement

Cashless treatment facility in empaneled hospitals

Maternity/Paternity leave

LTC/HTC

Child care leave

Group Insurance Scheme

Pension Benefits

Child Education Allowance

Medical/Casual/Restricted/Duty Leaves

Ward Quota facility for both teaching and non-teaching staff

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: 2.49

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
11	0	0	0	8

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: 4.41**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
21	17	0	1	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
72	68	67	74	69

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:

PGDAV College is an integral part of the University of Delhi and primarily receives its funding from the Government of India through the UGC grant-in-aid. Additionally, the DAV trust contributes its share to

the college's financial resources. The annual maintenance grant encompasses expenditures related to salaries, pensions, retirement benefits, and other non-salary components. Once approved by the governing body, the college submits budget estimates for proposed expenses to the relevant sanctioning authority. All financial transactions are subject to approval by the Principal, the Bursar, and the A.O. (accounts). The allocation of funds to various categories is managed with careful consideration through committees such as the purchase committee, building committee, and finance committee. The Governing Body, along with several Central Committees responsible for development, library, and related matters, plays a crucial role in the planning, distribution, allocation, and effective utilization of these funds.

The mobilization of resources and funds can be achieved through several methods and strategies, including:

1. **Student Fee:** Collecting fees from students is a standard source of revenue for educational institutions. It includes tuition fees, registration fees, examination fees, and other charges associated with academic services.
2. **Projects for Research:** Seeking funding from various research-granting agencies such as CSIR, DST, DBT, SERB, DRDO, University of Delhi, and UGC for research projects. These projects can generate funds and promote academic research.
3. **Self-Financed Courses:** Offering self-financed courses can generate additional income for the college. These courses are often designed to meet specific skill or knowledge needs and can attract a wider range of students.

By diversifying funding sources and employing these strategies, educational institutions like PGDAV College can ensure a stable financial foundation for their operations and development. Financial audits are crucial for ensuring the transparency and accountability of an institution's monetary transactions, and PGDAV College demonstrates a steadfast commitment to financial integrity by conducting both internal and external audits regularly. Internally, the college engages a reputable Chartered Accountant, approved by the Governing Body and the University, to meticulously scrutinize expenditure records, balance sheets, and income statements. This thorough internal audit ensures effective fund management.

Externally, audits are conducted in accordance with the schedule provided by the Comptroller and Auditor General (CAG), ensuring compliance with governmental financial regulations and building trust in the institution's financial management. The annual statutory audit, overseen by an experienced chartered accountant, covers various financial aspects such as salary disbursements, fee collections, and the utilization of funds from grants and projects. PGDAV College maintains transparent financial transactions through methods like cheques and NEFT, adhering to the Public Financial Management System (PFMS) for efficient management of government funding.

In essence, the commitment to regular internal and external financial audits underscores the institution's dedication to upholding financial transparency and responsibility, fostering trust and confidence among its stakeholders and the public alike.

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:

With dedicated efforts and support from the college, PGDAV's Internal Quality Assurance Cell (IQAC) has achieved numerous milestones that significantly enhance the overall quality of education and administrative efficiency. The consistent submission of Annual Quality Assurance Reports (AQAR) over multiple consecutive years reflects IQAC's commitment to transparency and accountability. Through the systematic completion of Annual Performance Appraisal Report (APAR) forms by faculty members, IQAC ensures the continuous monitoring and improvement of faculty progress.

IQAC has played a pivotal role in facilitating the smooth promotion of several faculty members, including the elevation of seven colleagues to the esteemed position of professors, demonstrating its dedication to recognizing and nurturing academic excellence. The establishment of dynamic platforms like Study Forums and the Research Cell underscores IQAC's efforts to cultivate a culture of research and academic discourse among faculty members.

Moreover, initiatives such as organizing Student Certificate Courses, Boot Camps, various seminars, and revamping the college website for user-friendly access demonstrate IQAC's commitment to holistic student development and improved communication. In emphasizing its social and environmental responsibilities, IQAC's initiatives to increase the college's green cover align with the ethos of sustainable education.

Throughout the year, the Internal Quality Assurance Cell (IQAC) remains actively involved in advancing, supporting, and executing a range of quality enhancement initiatives within the college. Aligned with its core mission, the IQAC has played a pivotal role this year in firmly establishing strategies and procedures for quality assurance within the institution. At the start of every semester, departments formulate teaching plans to ensure the delivery of education is well-structured and effective. Additionally, they provide an Academic Calendar, delineating the timeline for academic activities and events. The IQAC has been actively promoting interdisciplinary activities to encourage borderless learning among students. Furthermore, the IQAC has proposed improvements to the college's ICT infrastructure and the expansion of e-learning resources. Enriching the curriculum, the IQAC has advocated for the introduction of Add-on Courses and the organization of educational tours and field trips. Addressing the challenges presented by the pandemic, the IQAC has conducted an analysis of student feedback concerning both teaching and non-teaching activities. With the support of IQAC the

following programmes are executed such as :

1. Enactus initiated the Nistaaran waste management project, partnering with a team of waste pickers to efficiently manage waste and contribute to a cleaner city.
2. Enactus also introduced the Sugandh project, a sustainable venture crafting handcrafted incense sticks exclusively from cow dung.
3. The college enlisted the services of a professional psychologist to provide consultation to both students and staff, addressing psychological well-being concerns.
4. The college consistently organized remedial classes to aid students in resolving their academic queries.
5. In response to the Covid-19 outbreak, the college transitioned all teaching, learning, and administrative activities to an online format. The IQAC conducted numerous online workshops to support faculty in adapting to online teaching methods. Furthermore, the college established an email communication system to assist and engage students in attending classes through platforms such as Google Meet and Zoom.

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: B. Any 3 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

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:

PGDAV College's commitment to gender equity and sensitization is evident in a multifaceted approach that includes academic courses, co-curricular activities, and scholarly discourse. The activities like plays, presentations, and discussions enrich students' understanding of diverse gender identities and issues.

- The Department of English of PGDAV College hosted an International Conference, "**21st Century Indian Woman: Representations and Expressions**," which served as a scholarly platform for the exploration of gender-related matters and women's roles in contemporary India.
- The college offered several academic courses dedicated to gender sensitization, including "**Smita Mulak Vimarsh**," "**Women's Writing**," "**Contemporary India: Women and Empowerment**," "**Feminism: Theories and Practices**," and "**Gender and Environment**," These courses were designed to foster a deeper understanding of gender-related issues and promote gender equity within the academic framework.
- N.S.S. PGDAV College thoughtfully organized a captivating talk titled "**Women and Work: Then, Now and What the Future Holds**." This insightful session explored the historical context of women's roles, their present-day contributions, and offered a forward-looking perspective on the future trajectories.
- Women's Development Cell, in collaboration with IQAC, took a proactive approach by facilitating online talks that delved into the crucial theme of "**Managing Different Roles: Ensuring Mental Well-being of Women**." This session provided practical insights and strategies for women to balance diverse roles while prioritizing their mental health.
- A thought-provoking session on "**Pop Jugni: Redefining Gendered Narratives**" challenged traditional stereotypes and narratives. By fostering discussions on reshaping societal views, this online talk contributed to the broader conversation on gender equality and inclusivity.
- The college's commitment extended to thought-provoking talks and discussions. Talks on Women in Indian mythology and book discussions like '**A Thousand Splendid Suns**' highlighted PGDAV's dedication to fostering gender awareness and appreciating women's roles historically and in contemporary contexts. These efforts contributed to a campus culture that valued gender equality, inclusivity, and empowerment.
- The Women Development Cell (WDC) has taken significant measures to promote gender equity throughout the year. Gender equity and sensitization have been integrated into both curricular and co-curricular activities.
- Regular talks are organized to educate students about laws against sexual harassment, with **Ms. Niyati Sharma**, a celebrated lawyer, providing legal guidance to students and faculty members.

Furthermore, the institution fosters awareness through regular classroom discussions.

- The English Department invited **Prof. Nivedita Basu** from City University of New York to address 'Gender Resistance in Postcolonial Theory,' promoting a broader understanding of gender issues.
- NSS and WDC organised a seminar on "**Embrace Equity**" on International Women's Day.
- To stay updated and informed, faculty advisers and students from WDC actively engage in external events. They attended the book launch of '**Indian Woman, Feminism, and Woman's Development**' organized by the Women Studies and Development Centre at the University of Delhi. They returned with valuable insights to share with colleagues and students, enhancing gender sensitivity and equality awareness on campus.
- The College ensured a safe environment to every student with Girls' Common Room, Boys' Common Room, clean restrooms, and CCTV cameras.

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

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: B. Any 3 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

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:

PGDAV College's multifaceted initiatives and dedicated cells showcased its unwavering commitment to creating an inclusive environment that celebrated diversity and encouraged constitutional sensitization. These efforts provided students with valuable insights into democracy, the Indian Constitution, the importance of cultural, regional, and socioeconomic diversity, and the significance of social responsibility.

Diverse Student Engagement:

- PGDAV College demonstrated a steadfast commitment to fostering inclusivity by embracing students from a wide array of cultural, regional, linguistic, communal, and socioeconomic backgrounds. Admissions processes were designed to ensure equitable opportunities for all.

Cultural and Regional Celebrations:

- The college actively promoted cultural understanding and regional diversity by hosting a multitude of events and gatherings, celebrating India's rich tapestry of cultural heritage. These occasions served as

platforms for students to showcase their unique cultural identities, thereby nurturing understanding and harmony among peers.

Clubs and Societies for Diversity:

- To further cultivate a harmonious environment, PGDAV College established numerous clubs and societies dedicated to various aspects of diversity. These groups organized discussions, seminars, and cultural exchange programs aimed at fostering tolerance and appreciation for diverse cultures, regions, and languages. These initiatives proved instrumental in breaking down stereotypes and encouraging intercultural dialogue among students.

Constitutional Sensitization Workshops:

- The college placed a strong emphasis on sensitizing students and employees to their constitutional obligations. Regular workshops and talks were conducted to educate the college community about the Indian Constitution, its values, rights, duties, and responsibilities of citizens. These educational efforts engaged students extensively, providing firsthand insights into democracy and constitutional values.

'Know Your Republic' Initiative:

- 'Know Your Republic,' held on January 22-23, 2021, was a hallmark initiative featuring a series of webinars, debates, quizzes, poster competitions, and a treasure hunt. Over 300 students enthusiastically participated, gaining a comprehensive understanding of the Indian Constitution, democracy, and fundamental rights. The initiative also included webinars, featuring one conducted by Prof. Ujjwal Kumar Singh.

'Samavadotsav' on Justice:

- As part of 'Samavadotsav 2021,' the college organized two online lectures centered around the theme of 'justice' on March 9 and 10, 2021. These lectures featured Prof. Ashok Acharya and Ira Singhal, IAS, and garnered participation from over 230 students. The initiative aimed to stimulate thought and discussion about justice in society.

Dedicated Cells and Societies:

- PGDAV College established various dedicated cells and societies to further bolster inclusivity and diversity. The presence of the SC/ST and OBC Cell, the Equal Opportunity Cell, Swashrit for differently-abled individuals, North East Cell to celebrate cultural and regional diversity, Jalsa for folk dance, and Chanakya for intellectual debates on constitutional, political, and social issues exemplified the institution's commitment to fostering an inclusive environment.

Student Union Democracy:

- The presence of a student union was instrumental in ensuring democracy and students' active involvement in shaping the campus environment. This democratic platform allowed students to voice their opinions, participate in decision-making processes, and contribute to the college's inclusivity and diversity efforts.

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 of the Practice

Enhancing Student Engagement and Academic Excellence through Comprehensive Infrastructure Development: A Retrospective Analysis

Context:

The imperative to augment the learning environment prompted our institution to embark on a multifaceted infrastructure development endeavor. With a commitment to excellence, innovation, and inclusivity, the institution sought to elevate its educational landscape.

Objectives of the Practice:

The overarching objectives included upgrading the learning environment, fostering student success, promoting innovation, and ensuring inclusivity. The enhancement of the "Swami Dayanand Sports Complex" and extensive enhancements to sports facilities were integral components of this strategic approach.

The Practice:

Despite facing financial constraints, the institution undertook a holistic approach. Versatile sports infrastructure, office modernization, inclusivity features, an expanded library, upgraded computer lab resources, and facility renovations were pivotal investments. The meticulous execution of these elements aimed to create a conducive environment for enriched learning experiences.

Evidence of Success:

The success of this practice manifested in heightened student participation, improved academic performance, and resoundingly positive feedback. The institution's steadfast commitment to excellence, innovation, and sustainability materialized in a dynamic and inclusive educational milieu.

Problems Encountered and Resources Required:

Navigating financial constraints emerged as the primary challenge. Strategic resource allocation became imperative to overcome funding limitations. Despite these hurdles, the institution's unwavering determination ensured the successful implementation of the infrastructure development plan.

Critical resources encompassed financial investments for the sports complex, facility upgrades, and office modernization. Human resources played a pivotal role in overseeing renovations, managing the expanded library, and maintaining computer lab resources. The collaborative efforts of faculty, staff, and students were indispensable for creating an inclusive and thriving educational ecosystem.

Best Practice 2**Title of the Practice:**

Synthesizing India's Civilizational Ethos with Modern Scientific Education: A Comprehensive Exploration of Achievements and Initiatives

Context:

In response to the evolving educational landscape, our institution strategically seeks to amalgamate traditional values with modern pedagogy. The overarching aim is to foster academic excellence, inclusivity, and holistic development by harmonizing India's civilizational ethos with contemporary educational methodologies.

Objectives of the Practice:

The primary objectives include bridging the gap between traditional and modern education approaches. The institution aims to achieve this by incorporating practices such as the Hawan tradition, workshops on Vedic literature and mathematics, and the promotion of Yoga, creating a symbiotic relationship between

cultural heritage and academic progress.

The Practice:

The implementation of this initiative involves actively engaging in the Hawan tradition, organizing workshops on Vedic literature and mathematics, and advocating the practice of Yoga among students. These practices are integrated into the educational framework, contributing to a well-rounded learning experience that blends traditional wisdom with modern scientific knowledge.

Evidence of Success:

The success of this harmonization is discernible in the creation of an educational environment that seamlessly integrates traditional values with modern scientific education. Noteworthy achievements include academic excellence, increased inclusivity, and holistic development among students. The positive impact extends beyond academic realms, encompassing cultural enrichment and personal growth.

Problems Encountered and Resources Required:

While navigating the path of harmonization, the institution encountered challenges inherent in balancing tradition with modernity. Striking the right equilibrium required thoughtful planning and adaptability to ensure the coexistence of traditional practices and contemporary educational methodologies.

Critical resources for the successful implementation of this initiative encompassed financial investments for workshops, cultural events, and infrastructure conducive to Yoga practices. Human resources played a pivotal role, requiring skilled facilitators for Vedic literature and mathematics workshops, as well as qualified instructors for Yoga sessions. Additionally, fostering collaborations at both national and international levels necessitated effective communication and networking resources.

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

P.G.D.A.V. College, an esteemed institution under the University of Delhi, has consistently demonstrated outstanding performance in the realm of sustainability and environmental stewardship. This distinctive focus on creating an eco-friendly campus has not only earned the college recognition from authoritative bodies but has also established it as a trailblazer in the domain.

The college's commitment to sustainability is exemplified by its accolades from the Mahatma Gandhi National Council for Rural Education (MGNCRE), operating under the Ministry of Education, Government of India. Acknowledging the institution's dedicated efforts, MGNCRE bestowed upon PGDAV College the prestigious "Sustainable Campus" certificate, validating its commitment to environmentally conscious practices.

The college has achieved the noteworthy status of a "Zero Waste Institute," a recognition conferred by the Deputy Commissioner of the Central Zone Municipal Corporation of Delhi for its effective waste segregation practices. This accolade solidifies the institution's proactive approach towards minimizing its ecological footprint and contributing to a cleaner environment.

Water conservation stands out as a pivotal focus area for PGDAV College, with innovative measures in place. Notably, the college reuses effluent water in washrooms, resulting in a substantial daily savings of 1600 liters. This impactful initiative underscores the institution's dedication to resource efficiency and environmental sustainability.

Beyond tangible certifications, PGDAV College has actively engaged in raising awareness and promoting environmental education. The college conducts programs supported by the Confederation of Indian Universities unit, with affiliations to international bodies such as the United Nations ECOSOC, UNDP, UNICEF, and UNESCO. This global recognition highlights the institution's commitment to addressing environmental challenges on a broader scale.

The pinnacle of recognition in the realm of environmental education came through the "National Environmental Education and Awareness Award," a testament to PGDAV College's sustained efforts in fostering a culture of environmental awareness and responsibility.

The institution's pursuit of academic excellence and intellectual curiosity shines through the remarkable endeavors of the 'Satark' Consumer Club. This dynamic club has become synonymous with resilience and innovation, organizing a series of knowledge-sharing sessions that have left an indelible mark on the college community.

The journey began with a thought-provoking webinar on 'Data Breach,' setting the stage for the 'Knowledge Sharing Session' (KSS) series. The KSS unfolded a diverse array of topics, including Consumer Rights, Digital Marketing, Net Banking, and the transformative impact of Social Entrepreneurship on consumers. These sessions not only enriched participants with valuable insights but also fostered a culture of continuous learning within the college.

Complementing the webinars, 'Satark' Consumer Club organized engaging competitions, such as

'Kavyanjali 2.0,' a platform for creative expression, a 'Reel Making Competition' showcasing budding filmmaking talent, and 'Memezaar 2.0,' an intercollege meme competition that added a touch of humor to the learning experience. These initiatives not only showcased academic prowess but also nurtured creativity and collaboration within the college community.

'Satark' Consumer Club emerged as a paragon of dedication to raising consumer awareness and instilling a sense of responsibility among students. This endeavor aligned seamlessly with PGDAV College's broader commitment to holistic education, producing individuals who are not only academically adept but also socially responsible and creatively vibrant.

P.G.D.A.V. College stands as a beacon of academic excellence and environmental stewardship, setting high standards for institutional distinctiveness in sustainability and consumer education. Through its sustained efforts, the college has not only earned accolades and certifications but has also created a transformative learning environment that nurtures holistic development and a sense of responsibility among its students.

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

5. CONCLUSION

Additional Information :

PGDAV College is an educational institution that strives to foster the holistic development of its students and raise their awareness of social problems and solutions. As part of its mission, the college has initiated three social entrepreneurship projects in collaboration with Enactus, an international non-profit organization that supports students to take entrepreneurial action for social good. The projects are: Project Kora Kanghas, which trains women from marginalized communities to become stationary entrepreneurs and has helped Rukhsaar launch her own brand, Abhilasha; Project Nistaaran, which empowers ragpickers socially and economically by teaching them how to produce and sell organic manure; and Project Sugandh, which provides a sustainable income to women from vulnerable sections of the society by making eco-friendly incense sticks. Through these projects, PGDAV College aims to create a positive impact and empower the underprivileged. It also has Satark, The Consumer Club, which educates students about their consumer rights and responsibilities. It organizes events such as Inter-College competitions, panel discussions, internships, and research on consumer awareness topics. It also conducts E-waste drives twice a year and collaborates with NGOs and other organizations.

The college has created an ecosystem for innovations and has initiatives for the creation and transfer of knowledge. The Placement Cell of the College organizes various sessions and seminars to enhance the students' skills and prepare them for their future careers. The Economics and Commerce Departments conduct Faculty Development Programmes (FDPs) on topics such as Intellectual Property Rights and Accounting Standards and provide internship opportunities to students and teachers under MoUs with Pioneer E-Solutions. The NSS unit of the college is very active in promoting social responsibility and environmental awareness. It organizes events such as "Swachhta Pakhwada," water conservation campaign, socio-economic survey, tree plantation drive, food and cloth distribution, blood donation camp, flood donation drives, and animal welfare program. It also visits slums and old age homes to help the needy. Through this, the college strives to foster a culture of innovation and learning among its students.

Concluding Remarks :

In conclusion, PGDAV College stands as a beacon of academic excellence within the University of Delhi, embodying a commitment to comprehensive curricular planning, effective implementation, and a dedication to holistic education and societal values. The College excels in showcasing a transparent Teaching-Learning and Evaluation framework that integrates technology, student-centric methodologies, and a balanced student-teacher ratio, ensuring a conducive learning environment.

In the Research, Innovations, and Extension realm, the College has demonstrated a dynamic trajectory, securing grants, fostering an innovation ecosystem, and actively engaging in research publications and extension activities. The institution's collaborative network, awards, and recognitions underscore its commitment to societal impact and global engagement.

The College's unwavering commitment to comprehensive infrastructure, advanced learning resources, and holistic development creates an optimal environment for academic and extracurricular excellence. The institution's investment in modern technology, inclusive facilities, and continuous improvement reflects its dedication to fostering a well-rounded educational experience. The College emerges as a beacon of academic excellence and student well-being.

The College embodies effective governance and a steadfast commitment to academic excellence and social responsibility. Governed by clear policies and decentralized decision-making, it aligns with the National Education Policy 2020, prioritizing sustainability. The Internal Quality Assurance Cell ensures high standards and staff welfare measures reflect comprehensive support.

The analysis highlights notable strengths of the College, including a thoughtfully designed curriculum, a student-centric approach, and an inclusive campus environment. Nevertheless, there are challenges to contend with, such as shared property, insufficient funds, and spatial limitations. Opportunities for improvement present themselves in the form of course expansion, skill set enhancement, and adopting a multidisciplinary approach as outlined in the National Education Policy 2020.

The institution emphasizes meticulous planning, strict adherence to Delhi University regulations, and initiatives promoting social entrepreneurship, consumer awareness, and environmental responsibility. The college underscores its focus on innovation, knowledge transfer, and societal impact through various societies, placement initiatives, and social responsibility programmes.

In essence, PGDAV College stands as a dynamic and forward-thinking institution, addressing challenges with resilience, embracing opportunities for growth, and consistently delivering on its commitment to academic excellence, social responsibility, and holistic development.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p><i>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</i></p> <p>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</p> <p>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>99</td> <td>652</td> <td>199</td> <td>0</td> <td>25</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>99</td> <td>652</td> <td>140</td> <td>0</td> <td>25</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	99	652	199	0	25	2022-23	2021-22	2020-21	2019-20	2018-19	99	652	140	0	25
2022-23	2021-22	2020-21	2019-20	2018-19																	
99	652	199	0	25																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
99	652	140	0	25																	
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</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.3.2	<p><i>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</i></p> <p>3.3.2.1. <i>Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</i></p> <p>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>02</td> <td>07</td> <td>46</td> <td>51</td> <td>17</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>1</td> <td>4</td> <td>23</td> <td>32</td> <td>11</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	02	07	46	51	17	2022-23	2021-22	2020-21	2019-20	2018-19	1	4	23	32	11
2022-23	2021-22	2020-21	2019-20	2018-19																	
02	07	46	51	17																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	4	23	32	11																	

Remark : DVV has made changes as per the report shared by HEI.

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
31	19	3	8	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	13	2	5	7

Remark : DVV has made changes as per the report shared by HEI.

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 :

Answer After DVV Verification :175

Remark : DVV has made changes as per the report shared by HEI.

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
161	166	125	288	332

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
134	141	89	189	199

Remark : DVV has made changes as per the report shared by HEI.

5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <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>257</td> <td>134</td> <td>174</td> <td>49</td> <td>52</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <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>179</td> <td>103</td> <td>112</td> <td>37</td> <td>38</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	257	134	174	49	52	2022-23	2021-22	2020-21	2019-20	2018-19	179	103	112	37	38
2022-23	2021-22	2020-21	2019-20	2018-19																	
257	134	174	49	52																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
179	103	112	37	38																	
6.3.2	<p>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1133 1046 1267"> <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>16</td> <td>2</td> <td>0</td> <td>0</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1346 1046 1480"> <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>11</td> <td>0</td> <td>0</td> <td>0</td> <td>8</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	16	2	0	0	15	2022-23	2021-22	2020-21	2019-20	2018-19	11	0	0	0	8
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	2	0	0	15																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	0	0	0	8																	

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 216</p> <p>Answer after DVV Verification : 195</p>										
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 2002 986 2085"> <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>	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19							

162	161	154	155	152
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Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
140	161	154	155	152