A.   Executive Summary

PGDAV College was established in the year 1957 with five under-graduate courses. Subsequently, the courses like mathematics, computer science, etc. were also included. In addition, college educates the master students in the subject of Mathematics, Commerce, Political science, Hindi, etc. The objective being, promotion of professional Education, Training, and Research & Development in the fields of Commerce, Arts and Advanced Computer Studies in order to cater to the technical manpower needs of the 21st century.

The College aims to mould the student community hailing from all sections of society into better individuals, and guide them to contribute constructively towards national goals by upholding the values of secularism, national integration and social commitment. The primary objective of the institution is to enable the students to cope with the demands of the contemporary global scenario through effective transaction of the curricular and co-curricular aspects. **Academic excellence, personality development and social orientation are our guiding principles.**
We strive to develop a strong foundation of ethical principles in our students and make them academically excellent to acquire global competencies with the help of technology, so that they can substantially contribute to national development.

The strength of the institution is its qualified and committed faculty, industrious administrative staff, state of the art infrastructure, well equipped college library with INFLIBNET facility, interactive smart classes, high speed Wi-Fi internet access 24/7, availability of computers in a student ratio of 1:4, Digital Language Lab, UGC Network Resource Centre, Centralized Computing Facility, facilities for scanning, printing and copying, Lift for the differently abled students and staff, the various programmes and cells funded by UGC and University of Delhi, good academic ambience and the enthusiastic students. The college has always been in the frontline in fulfilling its social objectives in terms of educational attainments and producing quality individuals. In addition, the college contributes in the community services with the help of NSS and NCC. Teachers and students part of NSS and NCC are organizing various programmes pertaining to the community service.

The weak points of our institution are the occasional shortage of permanent teachers for many subjects and have to rely on temporary/adhoc teachers. We do not have sufficient number of PG programmes and it weakens our efforts to fulfill our academic commitment to the community.

Besides, the college is not a research centre as it has only handful postgraduate programmes as on date.

The opportunities ahead of us are many. Many innovative and active faculty members are serving the institution. In addition, meritorious students are admitted to the college. Efforts of these two can be synergized to improve the research and promote the community services. We strive to sustain our student support activities and improve the quality of our services.

The challenges ahead of us are diverse. We need to assure better financial assistance for the successful accomplishment of our future projects. Continuous enhancement of infrastructure, proper maintenance, improving the quality of academic services, extension, research activities and student support programmes are a few of the challenges ahead.

The college is confident that it can further improve the services offered to the general public and students in particular in the coming years.

B.   Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name :	PGDAV COLLEGE (DAY)				
Address :	NEHRU NAGAR, (RING ROAD)				
City :	New Delhi	Pin:	110065	State:	Delhi
Website :	http://pgdavcollege.edu.in/				

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	DR. M.M. GOYAL	O:011-29832092 R:9212141649	9212141649	011-29832060	Pgdavcollege.edu@gmail.com
Bursar	SH. O. P. Aggarwal	O:011-29832092 R:9953331160	9953331160	011-29832060	
Steering Committee Co-ordinator	SH. B.S. BAGLA	O:011-29832092 R:9811240760	9811240760	011-29832060	bsbagla@yahoo.co.in

3. Status of the Institution: **Constituent College**

4. Type of Institution:
a. By Gender
     i. For Men
     ii. For Women
     iii. Co-education √
b. By Shift
     i. Regular
     ii. Day √
     iii. Evening

5. It is a recognized minority institution?

Yes

No : √

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of funding:
Government : √
Grant-in-aid
Self-financing
Any other

7. a. Date of establishment of the college: **17/08/1957**

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)   **University of Delhi**

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	17/08/1957	Certificate NO. CB-II / 330 / Circular /70/NACC/2014
ii.12 (B)	17/08/1957	F.No. 8-336/2014 (CPP-I/C)

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) College has B.Tech.(Computer Science) recognized by AICTE and details are as follows:

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
20(i) of chapter 4 of AICTE Act, 1987	Engineering and technology, UG Programme, B.Tech.(Computer Science)	29/04/2015	One time for the admission of 2013-14	Special approval for the technical courses run by Delhi University colleges for 2013-14

(Enclose the recognition/approval letter) Annexure attached (7D)

8.   Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes √   No

If yes, has the College applied for availing the autonomous status?

Yes   No: √

9.   Is the college recognized

a.   by UGC as a College with Potential for Excellence (CPE)?

Yes   No: √

If yes, date of recognition: ………NA…………… (dd/mm/yyyy)

b.   for its performance by any other governmental agency?

Yes   No: √

If yes, Name of the agency ………NA…………… and

Date of recognition: …………NA………… (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	**URBAN**
Campus area in sq. mts.	**28,821.83**
Built up area in sq. mts.	**8532.16**

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide
 numbers or other details at appropriate places) or in case the institute has an
agreement with other agencies in using any of the listed facilities provide information on
the facilities covered under the agreement.

   •Auditorium/seminar complex with infrastructural facilities: √
   •Sports facilities
          o   Play ground: √
          o   Swimming pool: None
          o   Gymnasium: Under Construction
   •Hostel: None
   •Boys' Hostel
          o   Number of hostels: NA
          o   Number of inmates: NA
          o   Facilities (mention available facilities)

- Girls' Hostel: None
  - Number of hostels NA
  - Number of inmates NA
  - Facilities (mention available facilities)

- Working women's hostel: None
  - Number of inmates: NA
  - Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise):   None

- Cafeteria — : √

- Healthcentre - √ (first aid and consultation facility ONLY)
  - Qualified doctor   Full time   Part-time √
  - Qualified Nurse   Full time   Part-time Being appointed

- Facilities like banking, photocopy shop: √

- Transport facilities to cater to the needs of students and staff : None

- Animal house: None

- Biological waste disposal: None – No deptt/lab in the college generates Bio-waste.

- Generator or other facility for management/regulation of electricity and voltage: √

- Solid waste management facility: In association with South Delhi Municipal Corporation

- Waste water management : Connected to Delhi Jal Board Sewage system

- Water harvesting: Three pits have been developed.

12. Details of programmes offered by the college (Give data for current academic year)

Programme Level	Name of the Programme/ Course	Duration	Entry Qual-ification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted (2015-16)
Under-Graduate	B.Com (H)	All Programmes 3 Years (Six Semester) Duration.	Senior Sec. for all the courses	English	185	179
	B.Com (Prog.)			English	277	358
	B.A. (Hons.) Eco.			English	39	35
	B.Sc. (H) Maths			English	39	38
	B.Sc.(H) Stats			English	39	33
	B.Sc.(G) Mathematical Sc.			English	46	57
	B.A. (H) Pol. Sc.			English	62	114
	B.A. (H) History			English/Hindi	39	62
	B.A. (H) English			English/Hindi	62	65
	B.A. (H) Hindi			English	62	134
	B.A. (H) Sanskrit			Hindi	39	65
	B.A. (Prog.)			English/Hindi	185	312
	B.Sc. (H) Computer Sc. (Self financing)			English	46	49
	B. Tech. Computer Sc.	4 Years		English	60	128 (2013-14)
Post-Graduate	M.Com	2 yrs.	Graduation	Eng.	18	09
	M.A. (Hindi)	2 yrs.		Hindi	18	12
	M.A. (Pol.Sc)	2 yrs.		Eng.	18	13
	M.Sc. (Maths)	2 yrs.		Eng.	18	01

13. Does the college offer self-financed Programmes?

Yes :√   No

If yes, how many?   One

14. New programmes introduced in the college during the last five years if any? Yes

   B.Tech. (CS)

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

List of the College departments and Courses offered

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	**Computer Science** **Mathematics** **Statistics**	√ √ √	√	
Arts	**Economics** **Political Science** **History** **English** **Hindi** **Sanskrit**	√ √ √ √ √ √	√ √	
Commerce	**Commerce**	√	√	
Any Other (Specify)	**Environmental Studies**	√		

16. Number of Programmes offered under (Programme means a degree course like BA, BSc,MA, M.Com…)

   a. annual system: None

   b. semester System: 18

   c. trimester system: None

17. Number of Programmes with

   a. Choice Based Credit System: I Year, All Courses.

   b. Inter/Multidisciplinary Approach: All the UG Programmes

   c. Any other (specify and provide details): None

18. Does the college offer UG and/or PG programmes in Teacher Education?

   Yes ……………..   No…… √………..

   If yes, NA

   a. Year of Introduction of the programme(s)…… NA…………… (dd/mm/yyyy) and number of batches that completed the programme

   b. NCTE recognition details (if applicable) NA

   Notification No.: ………… NA………………………… Date: ……

   NA……………………… (dd/mm/yyyy) Validity:………… NA……………..

   c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately? NA

   Yes   No√

19. Does the college offer UG or PG programme in Physical Education?

Yes   No √

If yes, NA

a. Year of Introduction of the programme(s)……… NA………. (dd/mm/yyyy)

and number of batches that completed the programme

b. NCTE recognition details (if applicable)   : NA

 Notification No.: ……… NA ……………………… Date: …

 NA………………………. (dd/mm/yyyy) Validity:…… NA………………

c. Is the institution opting for assessment and accreditation of Physical Education
Programme separately?

Yes   No √

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical Staff	
	Professor		Associate Professor		Assistant Professor					
Sanctioned by the UGC / University / State Government	--	--	--	--	**158**		**76**		**06**	
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Recruited	--	--	20	36	60	47	27	05	01	00
Yet to recruit	--	--	--	--	**-5#**		**44**		**05**	
Sanctioned by the Management/ society or other authorized bodies *Recruited*	--	--	--	--	--	--	--	--	--	--
Yet to recruit	--	--	--	--	--	--	--	--	--	--

#On Account of increase in current year workload.

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	--	--	--	--	--	--	--
Ph.D.	--	--	13	23	19	06	61
M.Phil.	--	--	04	12	08	09	33
PG	--	--	03	01	07	11	22
Temporary teachers							
Ph.D.	--	--	--	--	10	09	19
M.Phil.	--	--	--	--	11	07	18
PG	--	--	--	--	05	05	10
Part-time teachers/Guest							
Ph.D.	--	--	03	01	--	--	04
M.Phil.	--	--	01	00	--	--	01
PG	--	--	03	01	--	--	04

22. Number of Visiting Faculty /Guest Faculty engaged with the College:

Based on the requirement, varies from semester to semester

23. Furnish the number of the students admitted to the college during the last six academic years.

Categories	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
SC	113	56	158	53	136	32	260	72	224	104	197	91
ST	29	16	48	03	40	08	34	09	85	32	16	11
OBC	98	25	219	47	242	61	365	70	305	60	217	72
General	498	286	705	295	457	203	578	195	407	205	486	296
Others	09	01	04	00	08	00	19	03	84	20	60	20

24. Details on students enrollment in the college during the 2015-16 academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	741	26	--	--	767
Students from other states of India	718	09	--	--	773
NRI students	--	--	--	--	--
Foreign students	07	--	--	--	07
Total	1466	35	--	--	1501

25. Dropout rate in UG and PG (average of the last two batches)

   UG: 5.14 %   PG: 3.58 %

26. Unit Cost of Education

   (Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

   (a) including the salary component   **Rs. 58393/=**

   (b) excluding the salary component   **Rs. 4224/=**

27. Does the college offer any programme/s in distance education mode (DEP)?

   Yes √   No

   Programmes are offered for SOL-DU and IGNOU.

   a) Is it a registered centre for offering distance education programmes of another university?

   Yes √   No

   b) Name of the University which has granted such registration.

   IGNOU & University of Delhi.

   c) Number of programmes offered

   UG: BA(P) and B.Com(P) for DU, BDP and B.Com for IGNOU,

   PG: M.Com, MA(Econ), MA(Hist), MA(Pol. Science), MA(Hindi) and MA(Eng) for IGNOU

IGNOU Student Enrollment: Previous Years

Programmes	Session			
	Jul-14	Jan-15	Jul-15	Jan-16
BA	421	125	586	322
B.Com.	119	38	170	92
M. A. History	71	84	109	116
M. Com.	284	235	598	602
M. A. Economics	273	89	239	177
M. A. English	75	90	115	157
M. A. Hindi	70	65	117	119
M. A. Pol. Sc.	155	155	348	287

d) Programmes carry the recognition of the Distance Education Council.

Yes √   No

28. Provide Teacher-student ratio for each of the programme/course offered

Student teacher ratio is provided as follows:

Teacher Student Ratio

Course	University	Ratio(Teacher/Student)
BA(P)	DU	30/950
B.Com(P)	DU	21/577
B. Com (P)	DU (SOL)	38/1800
BDP	IGNOU	8/414
B.Com	IGNOU	4/92
M.Com	IGNOU	15/602
MA(Eco)	IGNOU	10/177
MA(Hist)	IGNOU	6/116
MA(Pol. Science)	IGNOU	8/287
MA(Hindi)	IGNOU	6/119
MA(Eng)	IGNOU	8/187

29. Is the college applying for Accreditation :

Cycle 1 √   Cycle 2   Cycle 3   Cycle 4

Re-Assessment:

(Cycle 1refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment

only) : **Not Applicable**

Cycle 1: ……………… (dd/mm/yyyy) Accreditation Outcome/Result….…

Cycle 2: ……………… (dd/mm/yyyy) Accreditation Outcome/Result……

Cycle 3: ……………… (dd/mm/yyyy) Accreditation Outcome/Result

Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year: **280**

32. Number of teaching days during the last academic year: **209**
(Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC   ………………… (dd/mm/yyyy): **None**

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to
NAAC.:   **None**

AQAR (i)   ……NA………… (dd/mm/yyyy)

AQAR (ii)   ……NA………… (dd/mm/yyyy)

AQAR(iii)   ……NA…………(dd/mm/yyyy)

AQAR (iv)   ………NA……… (dd/mm/yyyy)

35.   Any other relevant data (not covered above) the college would like to include.(Do not include explanatory/descriptive information): **None**

1   CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

The institution, being a constituent college of DU follows all the guidelines as laid down by the university. Our teachers do participate in the deliberation of different depts. of DU, as member of committee of various courses.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

Recommendations of committee on courses of different departments of DU are strictly followed by teachers. Sometimes, we even go beyond the strict requirements-Teachers in Economics deptt., give an exposure to the software like SPSS to the students for running regressions. Though strictly speaking, it is not required by the university guidelines.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

Some departments in DU organize regular meetings of teachers involved in teaching of different papers. Feedback from those meetings received in the form of recorded minutes for the departments serve as support system.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

The college has installed OHP's in 25 class rooms to help make use of modern technology, for delivery of lectures. Faculty has laptop issued by the college. Teacher can also loan laptop etc. from the computer lab for presentation and demonstration.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

Interaction with the industry and research bodies take place at the level of University where our faculty members do participate as members of committee on courses etc.

1.1.6   What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments

represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

Faculty members contribute in developing the curriculum as committee members. Faculty members are actively participating in the evaluation system as well where each of us participates in the evaluation system. Many of the faculty members also contributed in the capacity of convener for their respective subject.

1.1.7 Does the institution develop curriculum for any of the courses

offered (other than those under the purview of the affiliating university)by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

None

1.1.8

Regular interactions among different faculty members is the technique to ensure it. Usually, each paper is taught by more than one teacher to different groups of students. They do discuss problem and progress.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

No Such additional courses are offered by the institution.

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

Not applicable

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:
• Range of Core / Elective options offered by the University and those opted by the college
• Choice Based Credit System and range of subject options
• Courses offered in modular form
• Credit transfer and accumulation facility
• Lateral and vertical mobility within and across programmes and courses • Enrichment courses

We offer only those options which are feasible given the range of departments we have in the college.

1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

College offer B.Sc.(H) computer science. Fee structure for this course is decided by the University of Delhi. Admission policy, curriculum and teachers qualification are also governed by the university rules.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.
None

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice" If 'yes', how does the institution take advantage of such provision for the benefit of students?

Students can migrate from distance to regular and vice versa under annual examination scheme. However, at present distance learners are still in annual mode whereas regular students have already shifted to regular mode.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

In order to supplement the curriculum, College organizes various Seminars, Special lecturers, and excursions and tours under the respective departments.

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

a) **Encourage the students to take up summer internship with business/ industry.**
b) **Organize academic interactions among them through debates and competitions.**

1.3.3   Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

a)   Provision of OHPs in 25 class rooms.

b)   Laptops to faculty members.

c)   Wi-Fi facility to staff and students to linkup with DU library resources through laptops and smart phones, and

d)   Uploading of lectures on You Tube and Blogs.

1.3.4   What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

> §moral and ethical values
>
> § employable and life skills
>
> § better career options
>
> § community orientation

NSS, NCC and consumer education initiatives equip the students to enhance their skills as citizens through social service and interaction with the community.

1.3.5   Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

Actual curricular enrichment takes place at the university level. All efforts are made at the college end in order to supplement it by giving additional exposures to students through our ICT facilities. We also make available E- resources wherever possible.

1.3.6   How does the institution monitor and evaluate the quality of its enrichment programmes?

Enrichment of students is taken care through the departments and various committees. Various programmes that include seminar, quizzes, inter-college competition are organized periodically.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

At the university level, decisions are collectives. Suggestions from teachers from different colleges are not projected as such. So any such claim cannot be substantiated with documentary evident. But several teachers from our institution have been Coordinators of many sub-committees in their respective university departments.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally

for curriculum enrichment and introducing changes/new programmes?

Students raise questions in tutorial meetings about certain topics and references. We discuss among ourselves and latter at university departments. This leads to changes in details of topics and recommended readings.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

College is the constituent college of the University of Delhi. New courses, if any, Introduced by the University can be followed by the college based on the reasons enumerated below:

i.   **Availability of the infrastructure.**
ii. **Demand of the course among the students.**
iii. **Feasibility of the course i.e. financial support from the UGC.**

Any other relevant information regarding curricular aspects which the college would like to include.   None

2 CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

The college hosts the admission list on the college as well as University of Delhi website. (Last four years final cut-off are presented in Annexure on Admission)

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

As per the existing University regulation, College has to admit the students based on the merit. Cut-off list is decided by the college for the various categories of admission seekers.

2.1.3   Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

Appendix on admission cut-offs enclosed.

As of now college does not maintain the record of the other college's admission lists. **However, the University of Delhi has hosted the cut-offs for the years 2013-14 and 2014-15 on its website. Relevant abstracts for some of the co-educational day colleges in close vicinity have been recorded in the above mentioned appendix.**

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

Review is restricted to the number of students admitted to different courses. If too many candidates are admitted to a course on the basis of cut-off system, in such cases college follows more conservative approach and fixes the higher cut-off next year.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion.

During admission process, college takes due care in order to ensure that the applicants from various caste and community, differently abled students, economically weaker sections, etc. are admitted. Correspondingly, colleges strictly follow the reservation policy of the University of Delhi, revised time to time. Details of the students of the various social groups admitted in the year 2015-16 are as follows:

- SC: 288
- ST: 27
- OBC: 289
- Women: 503

- Differently abled: 33
- Minority Community 47

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

We have to admit students with declared cut-off percentages, irrespective of the seats in a course in the college. Sometimes there is a late influx of students to some of the courses and that leads to the huge spike in the admission to those courses. For instance, in the year 2013-14, we ended up admitting 173 students in BA(H) Hindi, which is significantly high considering the previous year's admission.

Students admitted from 2012 to 2015

Programmes	Number of students admitted			
	2012-13	2013-14	2014-15	2015-16
B.A. (P)	181	0	298	312
B.A. (H) Eng.	62	91	121	65
B.A. (H) Hindi	74	173	86	134
B.A. (H) Skt.	23	57	58	65
B.A. (H) Eco.	66	80	49	46
B.A. (H) History	66	87	90	62
B.A. (H) Pol.Sc.	59	143	106	114
B.Com	252	0	289	358
B.Com (Hons.)	150	632	182	179
B.Sc. (H) Stats.	32	72	76	33
B. Sc. (H) Comp. Sci.	92	140	40	49
B.Sc. (H) Maths.	53	86	83	38
B.Sc (G) Mt. Sc.	54	0	48	57
M.A. (Hindi)	8	10	09	12
M.A. (Pol.Sc.)	4	17	16	13
M.Sc.(Maths)	3	18	03	01
M.Com.	8	10	09	09

*University of Delhi has introduced the system of central registration of students for the admission to various courses which requires student to indicate their choice of courses. Therefore, college-wise breakup has no significance.

The year 2013-14, had witnessed introduction of Four year under Graduate Programme (FYUP) in University of Delhi. Admission figures for this year are not strictly comparable with other years.

2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently- abled students and ensure adherence to government policies in this regard?

A separate lab, Swashrit exists in the library with access to braille library of D.U.L.S. Screen reading software like Jaws, A Daisy Reader (instrument for recording purposes), a MP 3 recorder, CD's and a Zoomex instant text reader has been provided to assist the differently abled in their research pursuits.

In addition, a lift has been installed in the campus to facilitate the differently-abled students and teachers.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

No.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/ Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

To bridge the knowledge gap subject teachers are resolving the student issues in the tutorial classes. Many of the teachers also conduct the personal classes on their availability and student demand. However, there is no such arrangement at the institutional level.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

To sensitize the staff and students on the issues such as gender, inclusion, environment, etc. lectures are delivered by the leading personality in the area. In addition, videos projecting these ideas are shown to the students from time to time.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

Advanced students' needs are identified by the concerned subject teachers on various occasions enumerated below:

- **During the routine lectures.**
- **At the time of tutorial.**
- **At the time of presentations by the advanced learners.**
- **Informal discussion conducted at the end of the semester.**

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

To support the students, teachers of the college are accessible to the students. Due care is needed to ensure that students are not leaving the colleges due to economic limitations, physical challenges etc. However, no mechanism as such on date exists to record the detail of the students who left the college without any intimation.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

College does not design its own academic calendar or evaluation method. Instead, being a constituent college follows the one designed by the University. Teachers in all the department design the teaching plan in consultation with the teacher in-charge and same is aligned with the academic calendar of the University of Delhi.

2.3.2 How does IQAC contribute to improve the teaching –learning process?

IQAC committee has been constituted and it comprises of incharges of different departments in the college.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Lesson plan are design by the concerned teacher consider the following factors:
- **Slow learner(s)**
- **Average learner(s)**
- **Bright learner(s)**

Relevant case studies are included to ensure that the cases for the lesson learned is applied. In addition, theory papers are supplemented with practical to ensure that the students are have thoroughly understood the topic(s).
Group projects and presentation are allocated to the students in order to inculcate the habit of collaborative learning.
In order to inculcate the habit of independent learning, a few topics of the subject are allocated to the students. Performance of the students is evaluated based on their respective presentations.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

To nurture the students critical thinking, creativity, scientific temper, societies in the respective department has been formed that takes the following initiatives:

- **Conduct of inter college competition.**
- **Debate**
- **quizzes**

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information

and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

Tight semester schedules do not give much time for experimentation. The first priority is to complete the courses. However, advanced learners are encouraged to explore the open educational resources on the internet.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Teachers attend seminars and workshops relevant for their areas of studies and pass on newer insights to the students where ever feasible, given the constraints of the university academic calendar.

2.3.7 Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

Institution does not maintain records of the students mentored by the teachers in their individual capacities, partly on account of sensitivities of the students themselves.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

Various measures have been initiated by the college and the faculty level for the innovative teaching including:

- **Installation of OHP**
- **Laptops provided to the individual faculty members.**
- **Wi-fi Campus**
- **Usage of blogs and podcast**

2.3.9 How are library resources used to augment the teaching-learning process?

Assignments to the students are given in a manner so that they should refer more than one books/journal(s) available in the library.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

Yes. Time limit in semester system poses huge challenge in delivering the course curriculum designed by the university. In order to reduce the reliance on explicit method of learning,,

implicit methods including you tube lectures, blogs, groups, etc. are being promoted by the college.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

Analysis of the examination result by the concerned department.

2.4 Teacher Quality

2.4.1Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

College is extremely sensitive towards maintaining highest standards of teaching and imparting knowledge to the students. During selection stage for teachers, candidates with higher qualifications such as PhD and having certifications in addition to the required qualification are given weightage. Recently, criteria of point system are also followed by the college in order to ensure that only the candidates with updated knowledge and research orientations are only shortlisted.

In addition, to update the teacher already selected, a number of measures are in place. For instance, teachers are encouraged to pursue PhD from the premier institutions and are given study leave. Teachers are also encouraged to participate in refresher courses, Seminars, Symposia, and orientation courses organized by the various premier institutes of the country.

Qualifications of the teachers

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	--	--	--	--	--	--	--
Ph.D.	--	--	13	23	19	06	61
M.Phil.	--	--	04	12	08	09	33
PG	--	--	03	01	07	11	22
Temporary teachers							
Ph.D.	--	--	--	--	10	09	19
M.Phil.	--	--	--	--	11	07	18
PG	--	--	--	--	05	05	10
Part-time teachers/Guest							
Ph.D.	--	--	03	01	--	--	04
M.Phil.	--	--	01	00	--	--	01
PG	--	--	03	01	--	--	04

2.4.2   How does the institution cope with the growing demand/scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

Experts in the emerging areas are invited as guest faculty for the courses where the existing faculty is not upto date. These visiting faculty members serve two purposes,
  i.   To teach the students
  ii.   To train the faculty.
To update the IT faculty, advanced computers are purchased with the latest configuration, software and simulator(s) are also offered by the college in order to encourage them for updation.

2.4.3Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a)   Nomination to staff development programmes

Nomination of Faculty during the current year

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	04
HRD programmes	
Orientation programmes	06
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / winter schools, workshops, etc.	

b) Faculty Training programmes organized by the institution to empower and enable the useof various tools and technology for improved teaching-learning

- Teaching learning methods/approaches

- Handling new curriculum
- Content/knowledge management
- Selection, development and use of enrichment materials
- Assessment
- Cross cutting issues
- Audio Visual Aids/multimedia
- OER's
- Teaching learning material development, selection and use

Teachers are encouraged to attend the various workshops and training program organized by the Delhi University for newly designed and updated courses on regular basis. They acquired skills in the aforesaid areas and also participated in the development of study material.

c) Percentage of faculty -
- invited as resource persons in Workshops / Seminars /Conferences organized by external professional agencies **10%**
- participated in external Workshops/ Seminars /Conferences recognized by national/ international professional bodies **30%**
- presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies: **15%**

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

Teachers are granted the leave generously by the college to pursue M. Phil and PhD. Research papers published are given due recognition at the stage of promotion to the next level.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

None

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

Institute is evolving the IT based system for the evaluation of teachers and students. However, no such explicit method exists as on date.

2.5 Evaluation Process and Reforms

2.5.1How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

College follows the guidelines of Delhi University issued from time to time. These guidelines are mandatory for the colleges.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

Students are encouraged to write larger number of assignments/Test/Presentations than what is required by the University. This helps students to judge their own grasp of the topics as they progress through the semester.

College has also initiated a number of measures of its own for the effective evaluation such as other faculty members of the department as well as other department are also invited to assess the students during presentation/Group discussion.

2.5.3How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

Students are encouraged to write larger number of assignments/Test/Presentations than what is required by the University. This has students to judge their own grasp of the topics as they progress through the semester.

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

We follow the prescriptions of the University of Delhi.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

Teachers are requested to inform the marks of internal assessment to the students before submission to the university. In addition, a committee for the internal assessment is also constituted that manages internal assessment. Committee ensures that students are aware of their marks and their signatures are obtained on the final marks that are submitted to the university. Steps are taken to eliminate any discrepancy that may arise during the submission of marks and uploading of the marks. The presentations develop habits of independent study and improve the communication skills of the students.

2.5.6   What are the graduates attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

The university maintains certain norms for the award of degrees, which are based on percentage of marks secured by the students. The college strives to make the students work hard in order to ensure that students are securing good marks in university examinations.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

Teachers are requested to inform the marks of internal assessment to the students before submission to the university. In addition, a committee for the internal assessment is also

constituted that manages internal assessment. Committee ensures that students are aware of their marks and their signatures are obtained on the final marks that are submitted to the university. Steps are taken to eliminate any discrepancy that may arise during the submission of marks and uploading of the marks. The presentations develop habits of independent study and improve the communication skills of the students.

University has recently decided to re-introduce the system of re-evaluation of answer books on demand by the students.

2.6 Student Performance and learning outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

The college follows the University guidelines that are widely circulated among the teachers and the students. These guidelines can also be accessed from the university website.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

Student's performance is measured by the University by conducting the semester exams and same is communicated to the students by means of result that can be accessed through website and college notice board.

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

- **Group discussion**
- **Class test**
- **Presentations**
- **Assignment**

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

For enhancing entrepreneurship and self-employment skills among students, the placement cell organized Entrepreneurship Development Program (EDP) conducted by National Institute of Entrepreneurship and Small Business Development (NIESBUD) of MSME, Government of India. Around 150 students attended the EDP and 68 students registered for 14 days e-learning program of NIESBUD. The e-learning program has a minimum 14 hours of virtual learning, followed by an online test of 45 minutes. The successful candidates will be given certificates by MSME. The certification will be helpful for the students in starting their own ventures (micro, small or medium units). The names of the successful students will be forwarded to PMO. (In the first lot, 28 students appeared for EDP on line test and 14 have cleared it).

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

The college collects and analyses the result of various courses from the result of University of Delhi.

Year wise result of Bachelor and Masters Level (figure in %)

S. No	Course↓ Years→	2010-11	2011-12	2012-13	2013-14	2014-15
1.	MA/MSc.(Maths)	60	NA	NA	100	84.6
2.	MA(Pol. Science)	66	75	NA	NA	46.6
3.	MA(Hindi)	63	75	88.8	42.8	60
4.	M. Com.	57	66.6	75	57	80
5.	B.Com(H)	97	95	100	99	100
6.	B.Com(P)	77	79	81	100	99.75
7.	BA(H) Eng	69	92	90	100	98.11
8.	BA(H) Economics	80	100	97	100	100
9.	BA(H) Hindi	79	86	94	100	100
10.	BA(H) History	90	90	91	98	100
11.	BA(H) Pol. Sc.	97	97	98	100	100
12.	BA(H) Sanskrit	75	100	100	100	100
13	B.Sc(H) Maths	87	100	100	100	100
14.	BSc(H) Comp. Sc.	96	100	100	100	100
15.	BSc(H) Stats	83	100	100	100	97.72
16	BSc(Gen) Math. science	88	100	100	100	100
17.	BA(Prog)	70	72	75	99	99.47

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

To monitor the learning outcome, assessments of the students are carried out on regular basis by way of internal assessment by the concerned teachers. University also monitors the learning outcome by conducting the examination at the semester end. In addition, learning outcome is also assessed by way of competition organized by the department and college regularly.

2.6.7 Does the institution and individual teachers use assessment/evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning?

That is the yard stick adopted by the university. Individuals (colleges and the teachers) have no options.

.

3 CRITERION III: RESEARCH, CONSULTANCYAND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

The College is largely an undergraduate college with provision for Master's degree in only a handful of subjects (Political Science, Commerce, Hindi and Sanskrit) therefore research activities have not been a priority for students. However, teachers in their personal capacity and when requested by different Universities have been guiding research. College does not teach Science subjects like Biology, Physics and Chemistry and that impacts its contribution to science based research and patent issues.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Not applicable

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/
projects?

Yes, research committee exists with representatives (faculty members eligible for guiding research as per UGC norms) from the departments of Social Sciences, Commerce and Languages, to guide students who wish to pursue research later. Recommendations included stocking the library with material on relevant subjects, allowing interested student to meet the teachers available in tutorial periods allotted to Masters' students for such activities. THE SENIORMOST MEMBERS OF EACH DEPARTMENT ARE MEMBERS OF THIS COMMITTEE.

The college authorities grant autonomy to the principal investigator that is, there is no interference regarding what research project should be undertaken. The resources are also made available on time. The library and other infrastructural facilities are made available without hindrance. The formalities regarding utilization certificate are expedited with the Principal's direct intervention.

- **Autonomy to the principal investigator.**
- **Timely availability or release of resources.**

- **Adequate infrastructure and human resources.**
- **Time-off, reduced teaching load, special leave etc. to teachers.**

- **Support in terms of technology and information needs.**
- **Facilitate timely auditing and submission of utilization certificate to the funding authorities.**

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

College organizes seminars, invites experts for talks at the college level. In addition, students are also encouraged to take part in seminars, discussion, Quizzes organized by the other colleges by giving them concession in attendance rules. At the college level, different departments have organized seminars and talks for the benefit of the students and for expanding their intellectual horizon. Major seminars/talks organized by the college includes National Seminar on Governance Strategies; talks on Ambedkar; Gandhi ; women empowerment; National seminar on Hindi as a national language; talks on history; literature etc.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

Faculty members in different departments are guiding the students in their respective subjects. Research scholars guided by the faculty of the colleges have been awarded Phd/M.Phil. However, no such records are maintained at the college level.

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

Training programs for self-defence by NSS, NCC.; sensitization program on women issues by organizing a talk on women empowerment by NSS;

3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

Department of Political Science is known for its expertise in Indian Government and Politics (Dr S.S. Awasthy whose books are read throughout the country and even by civil service aspirants); Gandhian Philosophy (DrKusum Lata Chadda invited by Gandhi Bhawan, DU, Amity University and Institute of Media Studies, Noida for lectures on Gandhian philosophy); women empowerment

Department of History: Expertise in Medieval India

Economics: Ms. Payal Malik served as Economic Advisor, Competition Commission of India.

Hindi: **Expertise: Linguistics and the growth of Hindi**

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

Departmental societies organize seminars and talks by eminent researchers on topics of interest to the faculty and interest from time to time.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

None

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

Antardhwani class lecture videos, IMBH lectures at Gandhi Bhawan.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research?
Give details of major heads of expenditure, financial allocation and actual utilization.

There is no specific provision in the college.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

College does not offer any seed money for the faculty research. However, faculty seeking the financial assistance can approach the University, UGC, CSIR, etc.

3.2.3 What are the financial provisions made available to support student research projects by students?

Financial assistance is available at University level, however, no such provision exist at college level.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Interaction is carried out by the researcher at the personal level.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

No specific method exists.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

None

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

Political Science National Seminar with grants from ICSSR, UGC ; Innovation Project on 'Widows of Vrindavan, financed by DU.

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The well-stocked College Library extends access to all electronic resources subscribed by the D.U.L.S., for example researchers have access to JSTOR etc. We subscribe to more than 70 journals, magazines and newspapers. There is a provision for laptops to be lent out to students, including the differently abled to assist them in researching their projects, papers etc. Teachers too have been issued laptops to assist in their research activities.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

A dedicated area comprising the Information Resource Centre both for faculty and students separately exists in the library where all electronic resources are available. To facilitate the students for their photocopy/stationary requirement a shop exist in the college premises itself.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments / facilities created during the last four years.

None

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

Inter-library loan facility among the Delhi university colleges exists, as part of resource sharing to facilitate research work.

3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

The basic library facilities include the students and teachers having access to OPAC (on line public access catalogue). Besides, the library caters to the demands of the differently abled as well. A separate lab, Swashrit exists in the library with access to braille library of D.U.L.S. Screen reading software like Jaws, A Daisy Reader (instrument for recording purposes), a MP 3 recorder, CD's and a Zoomex instant text reader has been provided to assist the differently abled in their research pursuits.

3.3.6 What are the collaborative research facilities developed/created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

None

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of
- Patents obtained and filed (process and product)
- Original research contributing to product improvement
- Research studies or surveys benefiting the community or improving the services
- Research inputs contributing to new initiatives and social development

Many faculty members are involved in research and initiatives have impact on social policy making in the field of land acquisition, swadeshi, Innovation Project on 'Widows of Vrindavan, financed by DU.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

College does not participate in the publication, however, many faculty are the members of the editorial boards and review boards.

3.4.3 Give details of publications by the faculty:

- Publication
- Number of papers published by faculty and students in peer reviewed journals (national / international): **858 National and International**
- Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) **35**

- Monographs: **252**

- Conference Proceedings and Papers presented: **177**

- Chapter in Books : **76**

- Books Edited: **41**

- Books with ISBN/ISSN numbers with details of publishers : **89**

- Citation Index

- SNIP

- SJR

- Impact factor ∗   h-index

List of faculty publication is enclosed as a part of department evaluation reports

Number of Publication – Department Wise

Department	Number
Commerce	315
Computer Science	55
Economic	14
English	27
Environment Studies	15
Hindi	220
History	55
Mathematics	41
Physical Education	0
Political Science	31
Sanskrit	48
Statistics	76

3.4.4 Provide details (if any) of:

- Research awards received by the faculty
- Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally
- Incentives given to faculty for receiving state, national and international recognitions for research contributions.

   None

3.5 Consultancy-: None

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

None

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

None

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

None

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.
None

3.5.5   What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?
Not applicable

3.6 Extension Activities and Institutional Social Responsibility(ISR)

3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

Through NSS and NCC

3.6.2   What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

Through the reports of NSS and NCC in-charges.

3.6.3   How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

No such system is in place.

3.6.4   How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

No separate budgetary allocations are made by the college.

3.6.5   How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

On Voluntary basis.

3.6.6   Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

Last year, the NSS conducted a survey in the neighbourhood of the college to study the socio-economic condition of the marginalized section of the society.

3.6.7   Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

Activities like socio-economic surveys are organized by the institution to enlighten students about the grass root reality of the society. In this process they sharpen their communication skills and their abilities to assimilate, analyze and collate the information. This makes them better students and citizens.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

NSS volunteers contribute to the teaching of the under privileged students in slum areas and also inculcated among them good habits of health and hygiene.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

No such provisions as on date. However, the NSS and NCC wings of the college are planning to forge a lasting relationship with the local organizations in the areas of their operations.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

None

3.7 Collaboration

3.7.1   How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.:

None

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

IGNOU study center for six PG programmes and UG programme. It has more than 2000 PG learners. This given exposure to our faculty to different teaching paradigm and study materials developed by IGNOU.

3.7.3Give details (if any) on the industry-institution-community interactions that have contributed to the establishment creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

The college students benefit through the placements offered by the various institutions.

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

Details have been included in the departmental evaluation reports.

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements ? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -

   a. Curriculum development/enrichment
   b. Internship/ On-the-job training
   c. Summer placement
   d. Faculty exchange and professional development
   e. Research
   f. Consultancy
   g. Extension
   h. Publication
   i. Student Placement
   j. Twinning programmes
   k. Introduction of new courses
   l. Student exchange
   m. Any other

Q1. Describe the efforts made by the institution to facilitate entrepreneurial skills among the students and impact of the efforts.

For enhancing entrepreneurship and self-employment skills among students, the placement cell organized Entrepreneurship Development Program (EDP) conducted by National Institute of Entrepreneurship and Small Business Development (NIESBUD) of MSME, Government of India. Around 150 students attended the EDP and 68 students registered for 14 days e-learning program of NIESBUD. The e-learning program has minimum 14 hours of virtual learning, followed by an online test of 45 minutes. The successful candidates will be given certificates by MSME. The certification will be helpful for the students in starting their own ventures (micro, small or medium units). The names of the successful students will be forwarded to PMO. (In the first lot, 28 students appeared for EDP on line test and 14 have cleared it).

Q.2 Does the institute has a structured mechanism for career guidance and placement of its students? If yes, details on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programs).
-
The college has an active Placement Cell and a Career Guidance Cell, which provide a strong platform to our students to shape up their personalities and achieve career goals. The Placement Cell of the college looks after the professional interests of the students. Through the college placement cell, we provide a wide choice to the potential recruiters in terms of quality and quantity of students.

The placement season of 2014-15 has been quite successful. The team worked tirelessly throughout the year in contacting large number of companies, inviting them for pre-placement talks, organizing seminars and finally helping in final placement of the students. Many prestigious companies like Ernst and Young (EY), Larson and Toubro (L&T), Libsys Ltd., Aon Hewitt, Genpact, Concentrix Corporation (IBM), ICICI Prudential Life Insurance, IIFM, NIESBUD etc. visited our college this year for placement and many are still finding place in this year's placement calendar.

This year, we have launched 'College Chapter of Teach India' English Communication classes for two batches of students. These classes were taken by student interns of our college only who were trained by British Council. 38 students have successfully completed their English communication classes in this session. In order to update students about growing career opportunities in Banking, Finance, Accounting and Insurance sectors, two seminars were organized in collaboration with Timespro (a Venture of Times of India Group), namely "Career Opportunities in Banking, Finance and Insurance Sectors (BFIS)" and "Career Opportunities in Accounting and Finance Sectors". We were able to contact many large reputed companies like KPMG, EY, Accenture, iYogi, Wipro etc. who required already graduate students of batch 2013-14. Hence, information about vacancies in these companies was mailed to the registered students of last year. We also provided information to the students of all the years about various internships like ED Wintership, Discoin, 365hops, Dakshina, Earth Infrastructure and many more.

Over 500 students participated in the placement process and over 170 have already been placed in this academic session. We managed to get packages upto 3.5 lakhs with an average of around 2.8 lakh. What is worth mentioning here is that L & T conducted centralized placement for the Northern India region in our college heavily relying on our technical support. Around 150 students of 16 different colleges/universities of Northern India participated in this placement drive. 34 PGDAV students also participated in the drive and 6 of them have been inducted by the company. Now, L&T has offered for a placement drive exclusively for the students of PGDAV College. Libsys Ltd., a leading software company in the development of software for libraries, which caters to the needs of more than 3000 libraries in India and abroad, visited our campus for recruitment twice in this semester.

All this has not yet satisfied our quest for the best. The Placement cell of the PGDAV College is in continuous process of developing alliance with more and better potential recruiters and trying to invite them to the college to provide them high quality human capital.

Placements/Internships during 2014-15

S.No	NAME OF THE COMPANY	NO. OF CANDIDATES SELECTED
1.	Ernst and Young (EY)	6
2.	Concentrix (IBM)	42
3.	Genpact	43
4.	e-Age	24
5.	AON Hewitt	10
6.	Libsys Ltd.	10
7.	Larson and Toubro	14
8.	IIFM	3
9.	ICICI Prudential Life	11
10.	TCS Open Ignite	2
11.	Wipro (CPC)	19
12.	ATOS Ltd. (CPC)	2
13.	Bharat Calling	1
14.	Earth Infrastructure	13
15.	L&T (Internship)	5
16.	Teach India	5
17.	Tanishq (Internship)	1
18.	HTLC	1
19.	Gandhi Fellowship	4
20.	Times Pro	19
21.	Teach for India	Result Awaited
22.	NIESBUD e-learning	Result Awaited
	TOTAL NO. OF	**235**

Placements/Internships during 2015-16 (Till Date)

S.No	NAME OF THE COMPANY	NO. OF CANDIDATES SELECTED
1.	Ernst and Young (EY)	18
2.	TCS Ignite	6
3.	Mera Medicare (Internship)	10
4.	Advice Adda	11
5.	ICICI Prudential Life Insurance	14
6.	Oberoi Group	6
7.	AON Hewitt	31
8.	IBM Concentrix	31
9.	Royal Bank of Scotland (RBS)	69
10.	Larson and Toubro (L&T)	6
11.	Genpact	82
	TOTAL	284

Q3. How does the college facilitate student progression to higher level of education and towards employment?

PGDAV college is one of the prestigious off-campus colleges of the university of Delhi. At PGDAV college, we train future generations in Humanities, Social Sciences, Commerce, B. Tech (Computer Science), Economics, Mathematics and Statistics streams both at pass and honors levels. Many courses offered by PGDAV are in high demand in the industry. Our students are trained well to acquire an all-round profile, with knowledge, skillset and right attitude embedded in them in good measures. They are excelling not only in studies, but also in sports, cultural and other activities. Academically strong students go for pursuing higher education. Many of our students are excelling in professional courses like CA, CS, ICWA, MBA etc. Those who want to join jobs after graduation are provided opportunity through college placement cell which acts as a liaison between desirous students and the potential recruiters.

Q4. How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

At PGDAV, we believe in building long term associations with the employers/recruiters for the betterment of the students. For that, it is necessary to get their valuable feedback. We use a feedback form system in the placement cell. Each and every employer fills a feedback form after conducting the placement drive. The inherent purpose is to get their valuable comments on the quality of the students and institutional provisions, so that improvements can be made in future. The placement cell has been lauded for its organized and efficient working and professionalism by most of the visiting organizations in the current session. In addition, we get regular feedback from the registered students on emails, face book and through feedback forms so as to know about their needs and desires. Our Placement logo; "Your Ambition, Our Aim" truly depicts this spirit of our placement cell.

4 CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The institution tries to augment and modify its infrastructure in accordance with the changing needs of the student's community and curriculum requirement.

Detail the facilities available for

a) Curricular and co-curricular activities - classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

The college has 25 LCD enabled classrooms, Seminar hall, Tutorial rooms, Three computer labs, One Electronics lab(Under construction), Library, etc.

b) Extra -curricular activities - sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

Spacious playground, NSS, NCC, Cultural activities rooms have been provided.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

The institution has added lift to the main building, LCD's in 25 lecture rooms, fifteen new lecture rooms, 12 tutorial rooms, new canteen and students' amenities block.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

Building is wheel chair compliant, so are wash rooms. Functional lift in the main teaching block has been added.

4.1.5 Give details on the residential facility and various provisions available within them:**None**

- •Hostel Facility - Accommodation available
- •Recreational facilities, gymnasium, yoga center, etc.
- •Computer facility including access to internet in hostel
- •Facilities for medical emergencies
- •Library facility in the hostels
- •Internet and Wi-Fi facility

•Recreational facility-common room with audio-visual equipments
•Available residential facility for the staff and occupancy Constant supply of safe drinking water
•Security

4.1.6   What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

Medical room with a Doctor and a Nurse.

4.1.7 Give details of the Common Facilities available on the campus-spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Staff room, Boys and Girls common room separately, activities room for the cultural societies, Health center, Counseling, Placement cell, Canteen, and Centralized RO System for drinking water.

4.2 Library as a Learning Resource

4.2.1Does the library has an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes, Library has an Advisory Committee named as 'Library Committee' consisting of following members:
- **Member(s) representative of all the departments.**
- **Convener (senior most faculty member from the above)**
- **Librarian**
- **Previous Library Committee convener (Ex- Officio)**

Library committee is constituted for a period of two years and meets atleast twice in a year. It primarily formulates policies for the smooth functioning of the library. It prepares action plans for the development of library infrastructure, facilities and services.

Significant initiatives implemented by the Library Committee are as follows:

- **Every year the committee approves the tentative allocation of funds for the purchase of books and journals of each subject and various other heads of the library.**
- **It also reviews the list of periodicals subscribe by the library and update the collection.**
- **Library committee advices and approves the weeding out of outdated and obsolete books with collective effort of all the department faculties.**

- **Since 2001 our college library is computerized working on library management software NETLIB. Modules like circulation, cataloguing, member facilities and administration are fully operational. Upgradation and customization of software is done from time to time.**
- **Library books are bar coded and spine labeled.**
- **Library has three OPAC (Online Public Access Catalogue) terminals for library users to locate the books in different sections of the library. OPAC helps library users to search the books through various fields like author, title, etc.**
- **On the recommendation of the library committee the reading hall of the library is air conditioned and other infrastructural improvements have been made to meet space constraint.**
- **With the great persuasion of Library Committee college has a proper check point (ENTRY/EXIT) and a property counter to regulate library user's entry.**
- **Keeping in view of the specific needs of Differently abled users, various assistive devices and softwares are available to aid in teaching and learning. Library has a separate lab with five workstations for them.**
- **Library also has an IT Zone for the access to electronic resources to both faculty and students of the college.**
- **Books to needy students are issued every semester from book bank section on the guidelines of Library Committee and SAF Committee.**
- **Suggestion box has been kept at prominent place in the library to take the feedback/suggestions from the library users. These suggestions are discussed in the Library Committee and appropriate actions are taken.**

4.2.2 Provide details of the following:

Total Area of the Library (in sq. mts.)	**510 sq. mts.**
Total seating capacity	**200 approx**
Working Hours On working days ,Before examinations, During Examinations During Vacations	**9:00am to 5:00pm** **9:00am to 4:00pm (on Saturdays and during vacations)**

Layout of the library (individual reading carrels, lounge area for browsing and IT Zone for accessing e-resources)
The library has
- **Check point and property counter to regulate the entry of library users.**
- **It has a air conditioned reading hall for students**
- **Circulation counter offering services like issue return of books, journals, library membership and college ID cards.**
- **Newspaper display area in the reading hall.**

- **Journal/ Periodical display section**
- **Separate IT Zone having two labs for e-resource access both for faculty and students.**
- **SAF (Book Bank) section having books for needy students.**
- **Lab for Laptop storage.**
- **Administrative block for library staff for routine functioning.**
- **Librarian's room**
- **Dedicated lab for students of Enabling unit - SWASHRIT with workstations.**
- **Stack Area**
- **Small reading section for faculty and staff.**
- **Three OPAC terminals in different section of the library.**

4.2.3   How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

Books and Journals are purchased only after the recommendation of the faculty and approval from the teacher representative of the respective department in Library Committee. The books are further checked for duplication and final orders are placed only after the approval of convener library committee. List of new publications and latest publisher's catalogue and publisher's website are also consulted to ensure the proper purchase.

Students can also recommend the book after getting it duly approved by the faculty teaching. Journals / periodicals and assistive devices and softwares are purchased after the collective decision of the library committee.

For maximum utilization of library resources, books and journals are regularly displayed on "New Arrivals" display rack for library users.

Amount spent on procuring new books, journals during the last four years are as follows:

Library Holdings		Year (2010-11)	Year (2011-12)	Year (2012-13)	Year (2013-14)	Year (2014-15)	Year (2015-16) as on 10.02.16
Books (includes text book, reference books, SAF books and general books)	Number	2034	2336	2310	3889	3683	2282
	Cost	7,30,309	7,14,517	9,67,190	12,93,355	17,78,857	11,39,028
Journals/Periodicals and Newspapers	Number	60	69	68	76	79	74
	Cost	79,221	86,926	86,467	1,31,340	1,15,477	1,07,740
E-Resources	Access to e-resources of UGC INFONET and Delhi University Library System						

PwD Assistive and Adaptive Devices

Devices	Year 2010-2011	Year 2011-2012	Year 2012-2013	Year 2013-2014	Year 2014-2015	Year 2015-2016
MP 3 Recorder	4 @ Rs.9500	10 @ Rs. 16000			5@8250	8@13,440
Head Phone	2 @ Rs. 400				3@570	
Jaws Screen Reading S/w	2 user @ Rs. 75000					
Zoom Ex Instant Text Reader				1 @ Rs.84500		
Open Book OCR Scanning and Reading S/w				1 @ Rs.68970		
Devnagri OCR Scanning Reading S/w				1 @ Rs.13300		
Angel Daisy Reader			5 @ Rs.6500	5 @ Rs. 6500	10@ Rs. 65,450	
Abacus				1 @ Rs.55		
Taylor Frame				1 @ Rs.110		
Alegebra and Arithmetic type box				1 @ Rs.40		
Geometry Box				1 @ Rs.55		
V P Algebra				1 @ Rs.25200		
Total Amount	Rs. 84900	Rs. 16000	Rs. 6500	198730		

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

OPAC	Yes (Three Terminals)
Electronic Resource Management package for e-journals	Through Delhi University Intranet
Federated searching tools to search articles in multiple databases	JCCC- By UGC INFONET Knimbus- By Delhi University Above can be accessed only on DU Intranet
Library Website	Link to library through college website
In-house/remote access to e-publications	Inhouse access to all the e-resources subscribed by Delhi University Library System and UGC INFONET Digital Library Consortium.
Library automation	Library is computerized since 2001.
Total number of computers for public access	25
Total numbers of printers for public access	Nil
Internet band width/ speed	At server 1GB, from server to workstations 100mbps
Institutional Repository	No
Content management system for e-learning	No
Participation in Resource sharing networks/consortia (like Inflibnet)	Yes, part of UGC INFONET Digital Library Consortium through Delhi University Library System.

4.2.5   Provide details on the following items:

Average number of walk-ins	400/day
Average number of books issued/returned	200/day
Ratio of library books to students enrolled	26 books per student
Average number of books added during last three years	3294
Average number of login to OPAC	100/day approx
Average number of login to e-resources	Not Known
Average number of e-resources downloaded/printed	Not Known ☐ ☐ ☐
Number of information literacy trainings organized	Delhi University library System regularly organizes information literacy programmes for faculty members and library staff of the university.
Details of "weeding out" of books and other materials	12931books (as on 10-02-16)

4.2.6 Give details of the specialized services provided by the library

Manuscripts	**Nil**
Reference	**Yes**
Reprography	**Yes, facility of photocopying (as per university rules) is available in the college premises.**
ILL (Inter Library Loan Service)	**Yes, on demand**
Information deployment and notification (Information Deployment and Notification)	**New arrivals are displayed in the library.**
Download	**Yes**
Printing	**Yes, on request for faculty and Differently abled students**
Reading list/ Bibliography compilation	**New Arrivals list**
In-house/remote access to e-resources	**In house access to e - resources through DULS**
User Orientation and awareness	**It is conducted every year at the beginning of the session on the day of Orientation. User are made aware of library membership rules, facilities and services offered and general library rules and regulations.**
Assistance in searching databases	**Yes**
INFLIBNET/IUC facilities	**Electronic resources accessible on DU Intranet**

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

Library staff provides following services to its users:

- **Assistance in using OPAC (Online public access catalogue).**
- **Locating the books on shelf and any other pertinent information as desired by the user.**
- **Issuing and renewing College ID Cards and library cards.**
- **Issue /Return of books and periodicals, syllabus, previous year question paper.**
- **Display of new Arrivals to make library user aware about the current titles.**
- **Issue and Return of Laptops to all the Differently abled students, Ist year students and the faculty of the college.**
- **Assisting in accessing e-resources to library users.**

- **Supporting disabled users in locating online study material through Braille Library and providing various assistive devices.**
- **Lending books to needy students through Book Bank/ SAF section**
- **Article Alert service to faculty of the college.**

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

- **Library is connected to lift and accessible to all the differently abled persons.**
- **It has a dedicated lab with five workstations installed with various softwares like: Screen reading software JAWS, Zoom Ex instant text reader for low vision and Visually impaired students, Lex scanner and camera, etc. Here PwD persons can access all the e-resources subscribed by Delhi University along with the access to Braille Library Delhi University.**
- **Students can download the study material, do recordings and prepare assignments in the lab.**
- **Notebooks and Laptops are issued to all the PwD students of the college installed with screen reading software like NVDA.**
- **Various assistive devices are issued to visually impaired students like ANGEL Daisy reader, MP3 Recorders, CDs, Geometry Kit, Abacus etc. to support learning.**
- **Moreover library staff is always there to extend every possible support to differently abled persons to make library a better place for learning.**

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

Suggestion box is placed at an appropriate location in the library to receive feedback from its users. Moreover users can also give their suggestions/request to library staff and members of the library committee in personal. All the Feedback/suggestions are placed before the library committee for necessary action.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system): **Total 180 Computers. Intel i5 2.6-3.2 GHz, 2-4GB RAM, 250-500 GB HDD, 15-18.5" TFT, DVD Writer, Keyboard, Mouse.**
- Computer-student ratio: **For practical classes purpose a ratio of 1: 1 is maintained.**
- Stand alone facility: All Systems are standalone.
- LAN facility: **All the computers in their respective deppt./lab are on Ethernet LAN**
- Wifi facility: **Campus is wi-fi enabled**
- Licensed software: **Oracle, QuickHeal. In addition, college also utilizes the open source software such as Open office, DevC++, etc.**
- Number of nodes/ computers with Internet facility: **All are Internet ready.**

•Any other: **25 Laptops are provided by University for assistance in teaching**.

Students and teachers have access to the IT facilities in the Computer labs of the college.

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

College campus is wi-fi enabled. In addition, faculty and students can utilize the computer lab having connectivity with the DU intranet. Laptops to the teachers are provided by the college. Laptops are provided to the students by Library (University financed.) College does not provide off-campus Internet facility.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Infrastructure in IT labs are updated periodically.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

Financial provisions are need based.

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

- **Computer lab has been provisioned.**
- **Laptop are issued to the faculty and students(First year).**
- **Wi-fi campus.**
- **Connectivity to DU intranet.**

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching- learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

Students are increasing interacting with the teachers over the e-mails/forum.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

College avail the connectivity subscribed by the University of Delhi. At present, we have the connectivity with National Knowledge Network (NKN).

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

a.	Building
b.	Furniture
c.	Equipment
d.	Computers
e.	Vehicles
f.	Any other

College financial statements are enclosed.

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

College has the regular AMC based arrangement for the owned equipment.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?

College does not have the science labs.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

College has its own power sub-station and own line generator system. In addition, centralized RO system to ensure supply of hygienic drinking water for students and the staff.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

None.

5 CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

The prospectus is published every year in the month of May/June.

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

Freeships are provided as per the UGC speculation. A few scholarship/Cash prizes have been sponsored by the donor with their own conditionality.

Students belonging to SC/ST/OBC/Minority are eligible for the scholarship offered by the state govt. of their domicile. The college encourages students to apply for the same.

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

No such record is maintained by the college.

5.1.4 What are the specific support services/facilities available for

- ✓ Students from SC/ST, OBC and economically weaker sections
- ✓ Students with physical disabilities ü Overseas students
- ✓ Students to participate in various competitions/National and International
- ✓ Medical assistance to students: health centre, health insurance etc.
- ✓ Organizing coaching classes for competitive exams
- ✓ Skill development (spoken English, computer literacy, etc.,)
- ✓ Support for "slow learners"
- ✓ Exposures of students to other institution of higher learning/corporate/business house etc.
- ✓ Publication of student magazines

College provides books for the entire semester to the students from the weaker sections of the society from SAF. In addition, health facility through college health center is available to all. College magazine Ankur is published every year.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

The career counseling and placement cells of the college do the needful.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

  ¶additional academic support, flexibility in examinations

- special dietary requirements, sports uniform and materials

- any other

Such facility is extended to the members of the college teams.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as   UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT /   Central /State services, Defense, Civil Services, etc.

No such arrangement.

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

Academic and Career.

5.1.9Does the institution has a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

Yes, details have been provided under 3.7.5 above (Placement cell).

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Students grievances are addressed by the faculty and the administration based on the students requirements. However, no formal cells exist.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

The college based discipline committee handles the problems.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

College constitutes the anti-ragging committee every year. No major instances have been reported over last four years.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

Students of the weaker section of the society are issued books for the entire semester.

5.1.14Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

Yes, the association organizes welcome program for the fresh students every year. Alumni Association is also contributing a couple of Scholarships for the meritorious students.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student progression	%
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Employed • Campus selection • Other than campus recruitment	

The college does not maintain the records along these lines.

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

Details have already been reported under 2.6.2 above.

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

Through career counseling and placements.

5.3 Student Participation and Activities

53.1 List the range of sports, games, cultural and other extra-curricular activities available to students. Provide details of participation and program calendar.

College have various teams and societies (for instance, Rudra, Hyperion, etc.) which participates in sports/cultural /Academic programmes organized across India. Participation in these events is as per organizers calendar.

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Refer Appendix on students' achievements

5.3.3 How does the college seek and use data and feedback from itsgraduates and employers, to improve the performance and quality of the institutional provisions?

The placement cell co-ordinates in this regards.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

College students participate both as article contributors and as editors. In addition, there creative urges find expression in subjects society organized programs where some theme or the other is depicted by the students through their drawings, posters and collages.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Yes, The College does have the Students Union that is constituted as per the norms laid down by the University of Delhi.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

Students are represented on the departmental and cultural societies.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

Some active faculty members are always present on the Executive of the Alumini Association. The association organizes its Annual Family Get-to-gather on the college campus.

6 CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

The institution is inspired by the ideal of providing quality education at the least possible costs to students from all segments of the society, without any favour for and discrimination against anyone.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

They all adhere to transparent guidelines laid down by the University of Delhi and also by various committees constituted by the Staff Council.

6.1.3 What is the involvement of the leadership in ensuring

- •The policy statements and action plans for fulfillment of the stated mission
- •Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
- •Interaction with stakeholders
- •Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- •Reinforcing the culture of excellence
- •Champion organizational change

The Principal keeps in regular touch with all the stakeholders that include the management, University and UGC authorities for the above purposes. He seeks the co-operation of the college building/infrastructure committee for enhancement of physical facilities. Department in-charges for providing facilities for their specific requirement, etc. Students can directly approach to all the college authorities for redressal of their grievances, if any. All these practices reinforce culture of excellence.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

Various committees are formed that periodically reviews the progress and achievements of the policies enforced. They also identify the gap(s) and correspondingly suggest the improvement(s).

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The principal does not stay away from the class room. He manages the administrative work along with his teaching responsibility.

6.1.6How does the college groom leadership at various levels?

Each of the committees constituted by the staff council has the fair mix of senior and junior faculty members from both the genders. This makes healthy work environment in one hand and the job training on the other.

6.1.7How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

Departments from their own work allocation and teaching schedule within general framework laid down by the university norms. Sharing of papers/courses between the faculty members, even cutting across the departments is highlight of delegation and co-operation. Departments organize many events through departmental societies.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

Yes. Most decisions are arrived at after due discussion and deliberations between the teachers and the principal.

6.2 Strategy Development and Deployment

6.2.1Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

It functions in-line with the stated vision.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Expansion of physical infrastructure being planned is:

i. **Good sized seminar hall with seating capacity of at-least 300 hundred.**
ii. **Construction of department rooms.**
iii. **Electronics lab**
iv. **Rain water harvesting system.**

6.2.3 Describe the internal organizational structure and decision making processes.

Internal organizational structure and decision making procedures are as per the norms laid down by the University.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

• Teaching & Learning

• Research & Development

• Community engagement

• Human resource management

• Industry interaction

Quality improvement strategy of the college focuses on these aspects:

1. **Better access to resources**
2. **Outreach to the community through social endeavors of NCC and NSS.**
3. **Making optimum use of staff, identifying special abilities of each member and involving them in activities they best suited to.**
4. **Through career opportunities seminars and placement initiative.**

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

Regular interaction with the chairman and the other members of the governing body over phone, e-mails, personal meetings and group meetings.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

Through appreciative comments and words of encouragement. Also by promptly accepting suggestions and initiating steps to implement them.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

I. **Construction of additional corridor.**
II. **Construction of new teaching block consisting of 15 lecture rooms, 12 tutorial rooms.**
III. **Setting up of medical room.**
IV. **Student's amenities block with new and spacious canteen, common rooms for boys and girls, activity rooms for cultural society and NSS.**
V. **Electronic lab.**

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

No

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

Various sub-committees look into the grievances and arrive at rational resolution. In addition, Principal and the staff are available during all the office hours.

6.2.10   During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

No

6.2.11   Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

 No

6.3   Faculty Empowerment Strategies

6.3.1   What   are   the   efforts   made   by   the   institution   to   enhance   the professional development of its teaching and non-teaching staff?

Institution encourages teachers to join Refresher/ Orientation/ Research programmes. Provisions for the liberal study leave benefits and opportunity to serve on deputation also exist and same can be utilized by the intended teachers. Even the office staffs are encouraged to improve their qualifications by joining part time/ evening- distance learning programmes.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

As mentioned in 6.3.1, college is fairly liberal in extending these benefits to both, teaching and non-teaching staff.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

There are points for many activities which are taken into account at the stage of upward career advancements. Teachers are awarded points for their association with co-curricular activities and shouldering the administrative responsibilities. These points are in addition to the credit points for their research work and other publications. All of them are taken into account at the stage of career progression.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The management is associated with performance review through the process of career advancement. Their evaluation is reflected in progression of the employees.

6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Welfare scheme is basically is cooperative Thrift and Credit society and most of the eligible employees are its members. It gives loans to the needy colleagues and most of them availed this facility over the last four years.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

The college provides an excellent work environment. Most people, who have ventured out in the past, still insist that their years in PGDAV were the most congenial. Many have come back. This encourages most of the colleagues to stay on inspite of temptations.

6.4   Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The College has various committees like Infrastructure Committee, Building Committee, Care-taker Committee, Purchase Committee, Stock Verification Committee, Library Committee, Sports Committee to take care of efficient use of financial resources.

6.4.2   What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The College has appointed auditors to audit the accounts of the College. Last   audit was done for the year 2013-14. Report of the auditor for 2013-2014 is attached together with explanation for the audit objection. Now even CAG sends its auditors to audit the college accounts periodically.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

The major sources of receipts and funding are:

1. **Grant-in-aid from U.G.C.**
2. **Fee received form Students.**
3. **Share of Managing Committee.**

Audited Income & Expenditure statements for last four years attached.
Attached Annexure on Finances

6.4.4   Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

The College basically depends on U.G.C for its financial needs.

6.5   Internal Quality Assurance System (IQAS)

6.5.1   Internal Quality Assurance Cell (IQAC)
a.   Has the institution established an Internal Quality
Assurance Cell (IQAC)? .6 If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

No such cell has been established as on date.

b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

No such cell exists

c.   Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.
No such cell exists

d. How do students and alumni contribute to the effective functioning of the IQAC?
No such cell exists

e. How does the IQAC communicate and engage staff from different constituents of the institution?

No such cell exists

Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

No

Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Not Applicable

Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

Not applicable

How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

Not applicable

What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Respective departments, in their periodic meetings review the performance of the students on the basis of semester result of individual papers/courses. Teachers devise their own strategies to help the students to improve their performance.

How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Colleges in Delhi University do not come out with the advertisements in the newspaper announcing results of their students in various examinations. However, the college annual reports and prospectus are hosted on the college website in order to facilitate the interested stakeholder to review the same.

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

None

7 CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

No

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

- Energy conservation: **No**
- Use of renewable energy: **Initiating steps for the installation of solar energy system**.
- Water harvesting: **Expression of interest invited for constructing the water harvesting structures.**
- Check dam construction: **Not needed**
- Efforts for Carbon neutrality: **None**
- Plantation: **Regular feature of NSS calendar.**
- Hazardous waste management: **College does not generate any hazardous waste.**
- e-waste management: **E-waste management society manages the e-waste of the college as well as college students/teachers.**

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

A number of Innovative measures have been initiated by the college in order to improve the teaching and learning experience. These measures include

- **Wi-fi system throughout the campus for the faculty members and students**
- **Reduction of noise level in class room and congestion in corridors by constructing the new corridor.**
- **Installation of OHP in majority of the class rooms.**
- **Centralized RO system for drinking water for students and staff.**
- **Construction of students amenities block.**

7.3 Best Practices

7.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

1. **Smooth movement of the students in the main building**

Old building of the college had a single narrow corridor separating the two sets of classrooms on its either sides. This led to extreme congestion and disorder when the students moved from one class to another and from one floor to another. Two steps are taken by the college.

i.   We have constructed an additional corridor running on north sides of the building connecting all the classrooms on all the three floors. This has created more physical space.

ii.   At the stage of framing of time table, we are taking adequate care that entire class does not run from one side of the building to another. This has also minimized the need for the students to move through the corridors.

2. Access to e-resource of University of Delhi
In order to promote the research and study, college is offering the accessibility of e-resources through the University of Delhi's Intranet. Research papers from the leading research journals, books, e-magazines, videos, etc. can be accessed by utilizing these resources. Accessibility is further enhanced by offering Wi-Fi accessibility of resources by variety of devices that include Smartphone, Laptop, Desktop, etc. In addition, several commonly used software resources that include open source/Proprietary software can be accessed from within the college campus. Time to time bandwidth is also increased in order to reduce the latency caused in accessing the e-resources.

7.4 **Presentation of Best Practice: An Illustration**

The institution encourages formation of various for a at which students can exhibit their creative skills and develop all round personalities. Towards this end the college has formed more than 10 students' societies. For the academic arena likewise we have study groups where students are encouraged to seek knowledge beyond their immediate university prescribed course curriculum. The teachers take the students for various field level industrial trips to immerse them into practical world and prepare them for future responsibilities. In this background we illustratively present one best practice below.

1. <u>The Title of the Practice.</u>

Working of the Commercium – the Commerce Society of the college.

2. <u>Goal</u>

The aim of the formation of this, and similar other, societies is to develop the overall profile of the students. Through participation they must develop knowledge beyond the text books, learn organizational skills, team work, communication and many other life building temperaments and practices. The basic idea is to make the participants self-governed and self-assured in organizing their lives beyond confines of academic curriculum.

3. <u>The Context</u>

The idea behind forming this society was to convert the members into multi-faceted human beings. The initial challenge lay in convincing the potential target into engaging themselves into something which they thought was redundant. Besides, since the activity would have consumed time beyond their already packed study schedule, they were rather reluctant to devote extra time and effort.

4. The Practice

Thus, it was decided initially to introduce co-curricular, as against extra-curricular activities through this society. Various quizzes, contests, declamation activities etc were launched pertaining to the field of business, commerce, economics and overall communication. This is an experiment that is somewhat unique. It is directed at fulfilling the ASK principle of education, the acronym standing for Attitude, Skill and Knowledge. Thus the practice aimed at building the positive attitude, imparting right skill sets and delivering sufficient knowledge to the students outside the class room settings. This was primarily with the purpose of training our students to become responsible and productive members of the society, something that our educational system in its present incarnation sorely fails to ensure. To this extent it is a unique and successful experiment. Not that it was smooth sailing all the way. The reluctance of the students, (non)availability of funds and non-presence of established benchmarks were some of the immediate roadblocks faced. However, now the experiment has succeeded beyond our wildest expectations and incorporate extra-curricular activities too.

5. Evidence of Success.

However, notwithstanding the initial hiccups the efforts bore fruits right since the word go. This is evident by the fact that now we have to screen the applications of the students so as to decide whom to offer membership. External to the college participation similarly is selectively allowed. The society holds an annual event which initially was organized for only half a day but now extends for three full days. This event has become self-financing and needs very limited funding from the college. This is thanks to the students' bringing in commercial sponsorships. Moreover, many other similar initiatives have now been undertaken and are bearing fruits.

6. Problems Encountered.

While some of the problems have been enumerated above, earlier due to lack of dedicated physical space for preliminary work, office space, storage etc, or in general, shortcoming of physical infrastructure constituted a nagging problem. Of course, given the limited space available in the building at the moment this seems insurmountable. Besides, there were other societies which would have demanded their own individual facilities competitively. However, looking at the positive side, the experiment has been hugely successful and pay-offs have been great. Moreover, how with considerably extended facilities even this problem has been taken care of. The college is now equipped with two conference rooms and other spaces. Similarly money has never been a constraint- infact it has been a major lubricant- in past five years or so.

7. Notes (Optional)
Any other information that may be relevant and important to the reader for adopting/ implementing the Best Practice in their institution (about 150 words).

8. **Contact Details**

Name of the Principal: Dr. M.M. Goyal
Name of the Institution: PGDAV College City: New Delhi Pin Code: 110065
Accredited Status: Constituent College
Work Phone: 011-29832092
 Fax: 011-29836020
Website: www.pgdavcollege.edu.in
E-mail: pgdavcollege.edu@gmail.com
Mobile: 9212171649

Evaluative Report of the Departments

The self-evaluation reports of the departments are attached as annexure.