



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**DELHI COLLEGE OF ARTS AND COMMERCE**

**DELHI COLLEGE OF ARTS AND COMMERCE NETAJI NAGAR, NEW DELHI  
110023**

**<https://dcac.du.ac.in>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Delhi College of Arts & Commerce is a premier institution of higher education in India established in the year 1987. It is a constituent college of the University of Delhi, financed by the University Grants Commission (95 %) and partially (5 %) by the Government of NCT, Delhi. DCAC is recognized by UGC under sections 2f & 12B with effect from 03/04/1989. It has an urban campus spread across approximately five acres of land located in Netaji Nagar, New Delhi. The College presently operates in a building owned by the Department of Higher Education, Govt. of NCTD. The college has earned the distinction of being one of the most sought-after colleges in the University of Delhi. It also boasts of being the first college in Delhi University to introduce an Honors Programme in Journalism in 1989. The college has 13 departments, 08 undergraduate courses and 10 Add-on/certificate courses that work together to create opportunities for interaction amongst different fields of study. The immensely talented and highly committed faculty members of the college are actively engaged in shaping young minds and generating new knowledge through research. In the Academic years 2022-23 and 2023-24, the college recruited a total of 62 permanent faculty members in a record time bringing a sense of security and pride amongst the faculty members. The college regularly organises seminars and workshops to encourage a multidisciplinary culture among the students. The college also has well-equipped computer labs to train students in IT-related Skill Enhancement Courses. With a focus on providing holistic education, DCAC welcomed the multidisciplinary approach in all its projects and activities right from the adoption of CBCS (Choice Based Credit System) in 2015 and the same spirit continues to date in the form of the newly implemented National Education Policy 2020 (NEP 2020).

The college has an active **NSS** unit with its motto “Not Me But You,” striving to instil among its volunteers the value of democratic living, equality of opportunity and selfless service towards the less privileged section of society. The college also has a vibrant **NCC** Unit which has been actively involved in various activities of Social Outreach. **Prakriti: The Environment Society** of the college strives to sensitise all stakeholders towards sustainable living. The **Enactus** unit of the college aims to build the spirit of social entrepreneurship among the students.

### Vision

*DCAC endeavours to impart holistic and disruptive education to the students for their academic excellence and inculcate national and human values in them through academic, co-curricular and socially meaningful activities.*

The need of the modern era is a transformative education that may bring about a holistic and disruptive education by facilitating a teaching-learning environment within which values and excellence develop with ease, naturally and organically. DCAC strives to achieve its vision by connecting with the experiences of people from different backgrounds, developing research aptitude among students by engaging them in more faculty-guided research projects, organising more skill-enhancement programmes for students and staff and encouraging innovation among students for environment conservation, enhancing feedback mechanism with all stakeholders, strengthening an inclusive environment. The college facilitates the execution of these plans through participative governance and involvement of the staff in various staff council committees as convenors/members, as the nodal officer, and as members of the IQAC, governing body, and other

administrative bodies. There are many decision-making bodies (Internal Complaint Committee, the Students' Council, the Alumni Cell, etc.) which have student representations.

## **Mission**

DCAC aims to

- Embrace changes and diversity and look at these as learning opportunities,
- Sensitise students to issues central to national and social issues through units like NCC, NSS, EOC, the North-East Society, etc.
- Introduce innovations in teaching-learning so that all stakeholders are abreast with the latest information,
- Adopt an open-door policy to create a symbiotic relationship among all stakeholders,
- Encourage teachers and non-teaching staff to attend training programmes regularly to update their pedagogy and skills,
- Facilitate active mentoring of students by faculty members to enable them to take responsibility in various spheres of life,
- Prioritise and inculcate the culture of teamwork to ensure that peer learning takes place constantly. Students of different departments bring out newsletters/brochures under the mentorship of teachers. The societies of various departments, under the leadership of elected student representatives, organise academic and extra-curricular activities like talks, seminars and film screenings. Various societies within the cultural committee organise plays, debates, photography competitions, fashion shows etc. Extra-curricular activities like Mock Parliament, Model United Nations and entrepreneurial activities are also organised. Students participate in social outreach programmes under NSS, NCC, Prakriti, Enactus, etc.,
- Promote disruptive education through ICT in the teaching-learning process. The upgradation of technological infrastructure is an ongoing process. For example, it has established a Media Lab for the students of BA (Hons.) Journalism,
- Plan its academic and extra-curricular activities to ensure the completion of syllabi as well as to give ample opportunities to students to participate in these activities.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

## **Institutional Strength**

**Prime Location and Accessibility:** Delhi College of Arts & Commerce (DCAC) enjoys a strategic location in Netaji Nagar, New Delhi. The campus is well-connected by metro and other public transportation, ensuring easy access for students and staff.

**Dedicated and Experienced Faculty:** The faculty comprises well-qualified and committed teachers. This blend of enthusiastic young teachers and experienced senior faculty actively contributes to curriculum design and fosters a culture of peer learning.

**Research and Publications:** Over the past five years, faculty members have significantly contributed to prestigious journals, books, and book chapters, reflecting a robust research culture. The college also publishes a peer-reviewed journal Intellectual Resonance.

**Diverse and Inclusive Community:** DCAC represents a truly national character, with students excelling in various state, national, and international competitions across academic, sports, and extracurricular activities. The college also has an active Equal Opportunity Cell, ensuring sensitivity to the needs of differently-abled stakeholders. The college conducts remedial classes for slow learners.

**Adequate Infrastructure:** The college features 4 air-conditioned computer labs and 55 spacious classrooms (21 ICT-enabled equipped with projectors), 1 Multi-Purpose Hall, 2 Seminar Halls, 1 Conference Room, 1 Committee Room, 1 Media Lab, wi-fi enabled Digital Smart Boards and a well-equipped library with e-learning resources.

**Add-on Courses:** DCAC offers a range of add-on courses in French, German, Spanish, and Digital Marketing.

**Holistic Student Development:** Students are encouraged to pursue higher studies and competitive exams. The college promotes extracurricular activities through various sports, cultural, and social outreach programs like TanZeal, Blind School Initiatives, art and craft projects, and clean and green campaigns. The Placement Cell, Broadway, ensures that students have ample opportunities for employment, internships and fellowships.

**Cultural and Entrepreneurial Initiatives:** DCAC hosts an array of cultural events, Panghat, Rainbow and Aadya, Shaurya, etc..The E-Cell organizes dynamic skill development and entrepreneurial summits, furthering students' professional growth.

**Eco-Friendly Practices:** The college is committed to sustainability with initiatives such as a solar power plant, renewable energy usage, rainwater harvesting, tree plantation, and paper recycling, promoting an eco-friendly campus environment.

## **Institutional Weakness**

**Infrastructure and Space:** Since the DCAC operates from a building owned by the Department of Higher Education, GNCTD, there are practical challenges in expanding its infrastructure such as classrooms, labs, seminar rooms, etc.

**Resource Allocation:** Limited government funding affects academic and extracurricular activities.

**Pollution:** Due to ongoing construction activity around the college campus, the students face certain short-term safety concerns. Due to this, the college faces massive dust and sound pollution as well.

**On Campus Hostel:** The college does not have residential facilities for employees and students.

### **Institutional Opportunity**

**Digitalization of the library facilities-** The library is fully automated with an RFID facility for comprehensive services across the campus. It is accessible through the user-friendly KOHA WEB-OPAC platform, with remote access available via a cloud server.

**Focus on "Atmanirbhar Bharat"** To achieve this objective experiential learning is facilitated through field trips, project work and internships for the students to develop their entrepreneurial and general skill sets.

**Adoption of new and advanced teaching pedagogy-** The college actively uses Information and Communication Technology (ICT) and integrates it with traditional pedagogy to enhance the learning experience of the students and provide them with conceptual clarity.

**Focus on Academic growth of faculty members and students-** Every department at DCAC organises conferences, seminars, webinars, and workshops to promote students' critical thinking and holistic growth. In addition, students are urged to showcase their creativity by planning and participating in inter-college competitions.

**Employment Opportunities-** The Placement Cell organizes various training sessions, workshops, and seminars to enhance the employability skills of our students. Reputable organizations annually host placement drives at college campus, from which many students are selected.

**A Combination of Academic Rigour and Practical Experience:** The college equips them with the skills and knowledge needed to address complex social issues and drive positive change in their communities. The NCC and NSS units engage students in various community service activities, fostering a sense of social awareness and responsibility among the student body. These initiatives also provide opportunities for personal growth and leadership development outside of the classroom. Students are empowered to advocate for justice, equality, and sustainability in a global context.

**Add-on Courses -** In addition to the above academic pursuits, the college provides various certificate programs in foreign languages, including Spanish, German, and French, as well as emerging fields, like Digital Marketing. These certificate programs are designed to give students a competitive edge in the job market by enhancing their skills and knowledge in high-demand areas. By offering a diverse range of certificate options, the college aims to prepare students for success in their chosen career paths.

### **Institutional Challenge**

**Infrastructural Constraints:** DCAC currently functions in a building owned by the Department of Higher Education, further limiting the scope of infrastructural expansion. It becomes challenging for the college to plan

for the introduction and maintenance of new courses because most of the space is taken up by necessary amenities like classrooms, libraries, seminar halls, multipurpose halls, etc. The college has seen an increase in the number of students enrolling in its various courses over the years, but the campus's infrastructure could not keep up with the demand due to these constraints.

**No Hostel and Staff Quarters:** Since the college is housed in a temporary facility, students are not able to live on campus in hostels. A good number of students come from far-off places, they have to find other lodging options close to the college at their own expense. This hinders them from enjoying the true life of a student on campus. There are no staff quarters on the campus which also works as a challenge for the college.

**Safety Concerns:** Due to the ongoing massive construction activities around the college campus, all stakeholders face a lot of safety concerns beyond the campus. The college finds it challenging to address these as they fall out of the college's purview.

**Maintenance of a Stable Internet Connection:** Due to the ongoing massive construction activities around the college campus, the internet provided by the university is disturbed/disrupted by the construction-related digging which hinders the stability of the internet connection in the college campus.

The above-listed weaknesses also pose challenges to the college.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

- Delhi College of Arts & Commerce is a constituent college of the University of Delhi and follows the syllabi designed and prescribed by the University. Employing the most recent pedagogical practices and tools, faculty members at DCAC ensure the smooth and effective delivery of the prescribed LOCF and UGCF syllabi.
- The academic process at DCAC is streamlined with timetables and workload of all the departments prepared well in advance of the commencement of an academic semester.
- Information and Communication Technology (ICT) is integrated with traditional pedagogy to enhance the learning experience of the students and provide them with conceptual clarity. To make lectures interesting and interactive, teachers incorporate technology such as digital presentations and online learning environments. The technologically enabling and inclusive infrastructure of the college is adequate for a synergetic and holistic learning experience.
- Our faculty members periodically update their disciplinary knowledge through participation in faculty development programmes and refresher courses. Since DU implemented the UGCF (based on NEP 2020) in 2022–23, a significant number of our faculty members attended NEP-related workshops, seminars/webinars and FDPs to enhance their understanding of the policy to effectively deliver the updated curriculum.
- A significant number of our faculty members are actively involved in various decision-making bodies of the university such as Department Research Committees, Committees of Courses and paper-setting boards.
- For students, experiential learning is facilitated through field trips, project work and internships. The college seamlessly integrates key aspects of Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum to ensure that students are not only equipped with the necessary knowledge and skills for their chosen fields but are also well-prepared to contribute positively to society

and address the multifaceted challenges of our times.

- To supplement the above-mentioned academic pursuits, DCAC offers several add-on certificate programmes in foreign languages like Spanish, German and French, and emerging fields such as Digital Marketing to enhance the job-readiness of our graduates.
- The mentorship programme at DCAC allows students to express their views/grievances (curricular or otherwise) which then are discussed with concerned authorities for further action.

### **Teaching-learning and Evaluation**

- DCAC strives to provide a holistic and inclusive learning environment to students, where every student feels inspired, welcomed and cared for.
- The college has a very good student-teacher ratio and a significant number of its faculty members are PhD holders with ample experience. Adopting up-to-date pedagogical methods, teachers at DCAC make knowledge accessible to students with different competence levels. Therefore, DCAC consistently manages to achieve exceptional average pass percentage year after year.
- The conventional format of the classroom lecture is supplemented by group discussions, tutorials, student presentations and project work to make the teaching-learning process engaging and effective.
- Intending to develop critical thinking among students, all the departments at DCAC keep organizing conferences, seminars/webinars and workshops from time to time. In addition, students are encouraged to organise and participate in inter-college competitions to showcase their creativity.
- Bilingual explanations are offered to accommodate students who may require additional support in grasping concepts. Circulation of reading material in simple language helps students in strengthening the comprehension of difficult texts and complex concepts.
- The Equal Opportunity Cell of DCAC provides basic barrier-free equipment to divyang students, procures advanced online resources for them, intimates them about special scholarship schemes and addresses their problems. The Cell also organizes sensitization workshops and mobility-orientation campaigns for divyang students.
- The internal evaluation process is highlighted in the prospectus, explained to students in detail during the Orientation Programme and restated in classes to ensure effective and robust implementation of the University-designed internal assessment procedure.
- Students are also assessed on a continuous basis through innovative techniques such as group discussions, team tasks, quizzes, assignments, projects and analytical tests.
- Individual teachers share the IA marks with students before sending those to the College office in order to resolve any concerns a student might have. It is essential for all students to verify their internal assessment marks before final submission is made by the College to the University in the prescribed format.
- DCAC values the feedback of its students on academic matters. It is deliberated upon and necessary action is taken by concerned authorities.

### **Research, Innovations and Extension**

- DCAC firmly believes that research & innovation are the cornerstones of an institution & we endeavour to foster a spirit of enquiry and maximise the acquisition of knowledge and learning. It encourage students to develop a multifaceted personality, with an inquisitive mind and healthy body. Their pursuit of knowledge is aided by a dedicated faculty, who imbibe best teaching practices by regularly attending seminars, conferences, refresher courses, FDPs and workshops.

- The faculty is actively engaged in delivering Keynote lectures & Talks, presenting well-researched papers at national & international conferences, and writing, editing & publishing. Steeped in a culture of research; faculty have worked on funded research projects; and successfully guided and engaged in Ph D supervision.
- DCAC adopts best pedagogical practices, enhancing students' critical & comprehensive understanding of the curriculum by organising seminars, workshops, talks with eminent writers, academics & public intellectuals, in-house lectures & the faculty's dedicated usage of E-tools.
- Our peer-reviewed college journal Intellectual Resonance publishes scholarly papers. Students richly contribute to the student magazine *Swaram*, department newsletters & magazines.
- Multifarious extension activities are conducted by socially responsible student members of NSS, NCC, Internal Complaints Committee, Gender Sensitization Committee, Environment Society etc, who are unwaveringly committed to making a positive difference in society. Providing community service under Project Tanzeal, students teach socially disadvantaged neighbourhood children. Enactus, Projects Zaraat, Saahas & Adhikaar. have delivered results with remunerative & impactful social outcomes.
- College is proud recipient of awards & honour in recognition of our extension activities which continued online even during the pandemic. EVS Department has provided sustainable solutions to water and energy usage.
- The Cells, Northeast, EOC & WDC foster inclusivity & ethical values. Add-on certificate courses, Skill Development Centre enhance the skill set in students, equipping them for the industry, thereby increasing the employability quotient.
- The NEP structure has further accentuated our culture of promoting research-based knowledge & we constantly work towards the academic & extracurricular excellence of students by promoting innovative practices & critical thinking, thus contributing to their holistic learning.

### **Infrastructure and Learning Resources**

- DCAC's constant endeavor is to provide wholesome, comprehensive & holistic education to students to help them develop well-rounded personality with a healthy body and an enquiring mind.
- Towards this end the Wi-Fi enabled college has 55 capacious classrooms, 21 ICT-enabled, equipped with projectors; 4 air-conditioned computer labs, enhancing the teaching-learning experience through effective use of technology. A state-of-art Multi-Purpose Hall with advanced acoustics; two seminar halls with the latest ICT facilities & Wi-Fi-enabled Digital Smart Boards, along with two Committee Rooms augment academic activity. There are dedicated spaces for students' practice sessions, rehearsals & academic/cultural activities.
- A wide range of indoor & outdoor games facilities, training arena & a well-maintained gymnasium are available for all sports enthusiasts. Coaching sessions are conducted; participants are provided with kits, athletic equipment, and necessary amenities.
- There is a medical room with full-time nurse promising prompt medical assistance & a counsellor to address emotional & mental health needs. Catering to students' diverse needs, ground floor room is earmarked for the differently-abled & dedicated rooms for SC/ST,OBC, Northeast, Placement Cells ensure inclusivity.
- College library, integral to the infrastructure, houses vast collection of books, periodicals, and electronic resources easily accessible via WEB OPAC and DELNET. Electronic resources, including e-journals, are available through DULS and N-List.
- Equipped with seven workstations and two Dual Core kiosks for OPAC searches and self-service book issuance/return, library also features an assistance-free Book Drop machine and three OPAC terminals.



- Fully automated since 2016, the library transitioned from NETLIB/LIBWARE to the open-source KOHA system in 2022. RFID technology is being finalized to fully automate book borrowing and returning. The college frequently updates its IT facilities to ensure smooth functioning.
- For visually-impaired students, it offers Evo 11 Diazy devices, Braille materials, audio-books, and a Lex Portable Camera System. College has 711 laptops, 180 desktops, and two senior technical assistants for IT support. Two high-configuration servers enable fast data transmission.
- The UGC Resource Centre, with 10 desktops, serves the faculty with Internet, printing, and scanning facilities. Plagiarism-detection software (Drillbit & URKUND) is available. All facilities enhance academic and co-curricular activities.

## **Student Support and Progression**

- DCAC is dedicated to nurturing well-rounded individuals through its comprehensive approach to student development. Each academic year, the College organizes a variety of capacity development and skill enhancement activities designed to foster the holistic growth of its students. Workshops and training sessions are regularly held to sharpen technical skills, enhance communication abilities, and develop leadership qualities. These programs feature expert speakers and industry professionals who provide valuable insights and practical knowledge.
- The Institution ensures scholarships are offered through PMSSS and College Aid Fund to support students from economically weaker backgrounds in pursuing their education.
- The College actively organizes events designed to support students in preparing for competitive exams and navigating career choices. These initiatives include workshops, seminars, and personalized counselling sessions aimed at equipping students with the skills and knowledge necessary for successful academic and professional pursuits.
- The Institution addresses student grievances through effective committees, such as the Internal Complaints Committee, ensuring swift and fair resolutions. Regularly organized awareness activities promote a safe and supportive campus environment, fostering open communication and empowering students to voice concerns and seek help confidently.
- DCAC graduates demonstrate remarkable success beyond their undergraduate education. A significant portion of alumni continue their academic journey by enrolling in prestigious higher education institutions both in India and abroad, pursuing advanced degrees in diverse fields. Simultaneously, many DCAC students seamlessly transition into the professional world, securing placements in organizations across various industries.
- The College excels in guiding and supporting students in sports and cultural pursuits. Students enthusiastically participate in diverse activities at national and international levels, showcasing talent and dedication, with many achieving notable success and earning medals.
- The College actively engages its alumni through regular events, such as alumni reunions and lectures by distinguished DCAC graduates. These activities foster a strong community, offering networking opportunities, and valuable insights for current students, while celebrating alumni achievements and strengthening their lifelong connection with the Institution.

## **Governance, Leadership and Management**

- As envisaged by NEP the college provides holistic education with a thrust on undergraduate research and skill development to students.
- The hierarchical structure of authority emanates from the University, to the Governing Body and

Principal. Decentralisation and participative management occurs through the IQAC, Staff Council Committees, Student's Council/Union and other units.

- IQAC expedites the process of promotions via decentralization and participative management in the college. As per CAS guidelines APAR forms for teaching and non-teaching faculty, routed through the HODs/Reporting Officers, are submitted every year. The IQAC scrutinises them and forwards them to the University for necessary action.
- To assist students in upgrading their skills about digital technologies the college began the 'Digital Marketing Certification Course'. It is very popular amongst students and has become self-sustainable and generates funds for the college.
- The Skill Development Committee, in collaboration with the IQAC, organises frequent workshops, seminars, lectures and industry exposure for the upskilling of students.
- In order to lower the student-teacher ratio and ensure optimal learning IQAC decided to put a cap on the number of students for each GE/SEC/VAC course from first semester onwards (November 2022).
- Under the guidance of the IQAC the mentorship programme has been launched in the college. Mentors actively motivate mentees to take part in curricular and extracurricular activities and help shape their career goals.
- The College provides all benefits to members, as per University rules. On-campus services are also given to ensure a safe and women-friendly workplace.
- The college conducts all internal and external audits as per norms. Internal audit is done by a Chartered Accountant duly approved by the Governing Body and University of Delhi panel as per rules of the Government NCT of Delhi. External audit is done as per rules by the Comptroller Auditor General of India (CAG). The last CAG audit was done till 2022-23.
- The college undertook infrastructure upgradation by installation of solar photovoltaic power plant of 200 KW/DC capacity on selected rooftops of the college. It also initiated installation of solar street lights in the campus, and maintenance of sports ground through sponsorships and MOUs.

### **Institutional Values and Best Practices**

- Delhi College of Arts & Commerce (DCAC) promotes gender equity, respects women, and upholds an inclusive environment in all its operations, ensuring no discrimination based on gender, race, religion, or region.
- The college provides a safe and secure environment for all stakeholders, including students, faculty members, and non-teaching employees, with a special focus on girls/women. It features a designated Girls' Common Room, a medical room, a dedicated counsellor to address students' emotional and psychological well-being, a network of CCTV cameras, and continuous security vigilance with both male and female security guards.
- For overall environmental sustainability, DCAC has installed solar panels and transitioned to energy-efficient LED lights and fans to promote energy conservation. Solid waste management is conducted through proper segregation using bins, composting, and disposal as municipality waste. The college promotes water conservation through a rainwater harvesting system and the collection of waste RO water for gardening and cleaning. DCAC has established a Green Committee responsible for the campus's overall environmental sustainability and formulated an environmental policy. Additionally, the college has conducted green and energy audits.
- DCAC promotes a disabled-friendly environment with special facilities for the differently abled. These include ramps for easy access, wheelchair facilities, disabled-friendly washrooms, and dedicated classrooms. The college also offers assistive technology and facilities such as an accessible website for persons with disabilities (Divyangjan), screen-reading software, mechanized equipment, Braille book

facilities, and library access. The Equal Opportunity Cell at DCAC addresses the specific needs of PWD students.

- Prakriti, the Environmental Society of DCAC, along with the NSS and NCC units, conducts numerous indoor and outdoor environmental activities, social outreach initiatives, and sensitization programs.
- DCAC sensitizes students and employees to their constitutional obligations, including values, rights, duties, and responsibilities of citizens, through various curricular and co-curricular activities and the celebration of significant national and international commemorative days.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DELHI COLLEGE OF ARTS AND COMMERCE
Address	DELHI COLLEGE OF ARTS AND COMMERCE NETAJI NAGAR, NEW DELHI
City	New Delhi
State	Delhi
Pin	110023
Website	<a href="https://dcac.du.ac.in">https://dcac.du.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rajiv Chopra	011-24109821	9811073507	-	principal@dcac.du.ac.in
IQAC / CIQA coordinator	Srikant Pandey	011-26116333	9811073507	-	iqac.2022@dcac.du.ac.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Delhi	University of Delhi	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	03-04-1989	<a href="#">View Document</a>
12B of UGC	03-04-1989	<a href="#">View Document</a>

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Institute Ranking Framework
Date of recognition	15-07-2022

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	DELHI COLLEGE OF ARTS AND COMMERCE NETAJI NAGAR, NEW DELHI	Urban	5	10117.1

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCom, Commerce, Prog	48	Senior Secondary	English, Hindi	171	174
UG	BCom, Commerce, Hons	48	Senior Secondary	English, Hindi	115	123
UG	BA, Economics, Hons	48	Senior Secondary	English, Hindi	58	63
UG	BA, English, Hons	48	Senior Secondary	English	58	60
UG	BA, Political Science, Hons	48	Senior Secondary	English, Hindi	58	64
UG	BA, History, Hons	48	Senior Secondary	English, Hindi	58	57
UG	BA, Journalism, Hons	48	Senior Secondary	English	39	43
UG	BA, B A Hist Pol Sci Hindi Eng Eco German Spanish Accounting And Finance Hrm Mathematics Phy Edu Etc, Prog.	48	Senior Secondary	English, Hindi	171	188

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				110			
Recruited	0	0	0	0	0	0	0	0	52	51	0	103
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				64
Recruited	41	17	0	58
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				2
Recruited	1	0	0	1
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	9	0	5	2	0	23	25	0	74
M.Phil.	0	0	0	0	6	0	6	4	0	16
PG	0	0	0	0	1	0	10	7	0	18
UG	0	0	0	0	0	0	0	0	0	0



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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	6		5		11

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	449	1016	0	7	1472
	Female	229	437	0	2	668
	Others	0	0	0	0	0
Diploma	Male	10	14	0	0	24
	Female	2	2	0	0	4
	Others	0	0	0	0	0
Certificate / Awareness	Male	20	6	0	0	26
	Female	13	1	0	0	14
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	214	244	256	284
	Female	87	87	88	92
	Others	0	0	0	0
ST	Male	63	62	74	83
	Female	20	18	18	18
	Others	0	0	0	0
OBC	Male	426	389	411	420
	Female	137	139	129	113
	Others	0	0	0	0
General	Male	685	665	855	677
	Female	501	516	599	422
	Others	0	0	0	0
Others	Male	245	242	149	55
	Female	83	85	50	30
	Others	0	0	0	0
<b>Total</b>		<b>2461</b>	<b>2447</b>	<b>2629</b>	<b>2194</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Delhi College of Arts & Commerce has been adopting a multi/interdisciplinary approach to all of its projects and activities since the implementation of the CBCS (Choice-Based Credit System) in 2015. The CBCS brought a plethora of Skill Enhancement Courses, Generic Elective Courses, and AECC Courses to incorporate a multidisciplinary and interdisciplinary approach in the undergraduate curriculum, resulting in students' holistic development. The same academic spirit continues to this day in the form of another pragmatic reform in education, the National Education Policy 2020. The UGCF 2022 (Undergraduate Curriculum Framework) as approved by the University of Delhi and adopted
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	<p>by the College as a constituent college, fully acknowledges in principle the Holistic and Multidisciplinary approach of NEP 2020. The academic year 2022-2023 was the first year of implementation of the NEP 2020 and from the very first year, the different activities, programmes, and courses undertaken by the college throughout the year have gone a long way in firmly establishing the core principles of National Education Policy. This can be seen in the way the college has brought in holistic and multidisciplinary learning at all levels starting from introducing VAC( Value Addition Courses), SEC( Skill Enhancement Courses) and GE( Generic Courses) at the undergraduate curriculum level for promoting soft skills such as communication, discussions and debate amongst the students regularly. The notion of liberal Arts(i.e., a liberal notion of the Arts) has been incorporated into the scheme of teaching and learning at the college level as it is exactly the kind of education that will be required for the 21st century. The teaching-learning process at the college aims to develop all capacities of human beings, intellectual, aesthetic, social, physical, emotional and moral in an integrated manner in our students. The college and its staff work diligently to implement the undergraduate curriculum framework and techniques. The college often arranges lectures and workshops to create a multidisciplinary culture among students. This holistic approach guarantees that pupils are well-rounded and prepared to face future difficulties.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank Credits (ABC) is a transformative concept aimed at enhancing access, equity, and quality in higher education across India. It operates on the principles of Choice-Based Credit Systems and Multiple Entry-Multiple Exit (MEME) options, facilitated by the establishment of a digital repository called the Academic Bank of Credits. Under this system, students have the freedom to select credits of their disciplines, colleges, and universities, thereby promoting flexibility and expanding learning opportunities. Delhi College of Arts &amp; Commerce, as part of the University of Delhi, is committed to complying with the protocols and regulations of ABC as mandated by the University Grants Commission (UGC). The ABC framework offers students a wide array of services, including</p>

	<p>credit accumulation, verification, redemption, exchange, and authentication of academic awards. This system empowers students to chart their own learning paths and attain certificates, diplomas, or degrees at their own pace, with the option of multiple entries and exits. The UGCF 2022 curriculum provides a framework for earning and accumulating credits within the Academic Bank of Credits at a national-level, student-centric digital platform. It enables students to store their academic credits earned from various recognised Higher Educational Institutions (HEIs) and facilitates seamless credit transfer across institutions nationwide. Delhi College of Arts &amp; Commerce, as a constituent college of the University of Delhi, is poised to implement the Academic Bank of Credits as soon as it becomes available at the university level. This commitment underscores the college's dedication to providing students with enhanced flexibility, autonomy, and diverse learning opportunities in alignment with national educational reforms.</p>
<p>3. Skill development:</p>	<p>The college offers a comprehensive array of avenues for students to augment and upscale their skill sets, thereby bolstering their marketability in the workforce. Spearheading this initiative is a devoted Skill Development Committee, entrusted with nurturing students' holistic growth through the provision of soft skills training and hands-on technical instruction. This committee has orchestrated a series of impactful seminars and workshops designed to foster capacity building and knowledge enrichment. These encompass:</p> <ul style="list-style-type: none"> <li>• Engaging in an Advanced Photography Workshop</li> <li>• Investigating the influence of the subconscious mind on Skill Enhancement</li> <li>• Mastering Interview Skills for Career Advancement</li> <li>• Exploring the application of artificial intelligence in Skill Development</li> </ul> <p>Moreover, various webinars have been meticulously arranged to cater to students' skill development needs, including A Webinar on Disruptive Innovation, aimed at cultivating critical thinking prowess and inspiring innovative problem-solving approaches, A Webinar on Entrepreneurship, Innovation, and Startup, offering students a gamut of skills crucial for launching ventures and for personal and professional growth, A Webinar on Interview Preparation, equipping students with the</p>

	<p>indispensable skills needed for job interviews. Aligned with the NEP, the curriculum prioritizes courses that furnish practical skills and cultivate soft skills to elevate student employability. To enrich vocational education, the college proffers additional certification, diploma, and advanced diploma courses in foreign languages (German, French, and Spanish) and digital marketing. Adhering to university directives, the college extends a diverse array of skill enhancement courses for undergraduate students, encompassing Entrepreneurship, Collective Bargaining &amp; Negotiation Skills, Conflict &amp; Peacebuilding, Data Visualization using R, Cybercrime and Laws, Digital Marketing, Creative Writing, IT Skills and Data Analysis, IT-Based Tools, Visual Communication, Personal Financial Planning, Negotiation and Leadership. Moreover, aligning with the New Education Policy (NEP) 2020, there is a dedicated endeavour to integrate life skills with technical and professional expertise within a comprehensive educational framework. Following university directives, the college provides value-added courses designed to cultivate industry-relevant skills, practical knowledge, technical proficiency, critical thinking, career readiness, innovation, and creativity. Furthermore, faculty members are actively encouraged to partake in various Faculty Development Programs to refine their teaching understanding and make meaningful contributions to student development.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Delhi College of Arts &amp; Commerce (DCAC) serves as a beacon of cultural integration and preservation, exemplified by its diverse initiatives through its cells and societies. One such platform is the Northeast Students Society, wherein students engage in traditional knowledge through workshops and hands-on sessions, revitalising cultural treasures like folk songs, narratives and tales, enriching contemporary discourse. Various cultural societies orchestrate vibrant events, celebrating and promoting Indian culture, and instilling pride within the student community. DCAC's collaborative endeavours extend beyond campus, empowering students from diverse backgrounds to combat social issues using their cultural resources. The National Service Scheme (NSS) plays a pivotal role in raising awareness about integrating traditional Indian knowledge into</p>

	<p>contemporary practices through workshops and community service projects. The college holds frequent training sessions for teaching staff and students. The College has a large percentage of faculty fluent in regional languages such as Punjabi, Haryanvi, Bhojpuri, and Rajasthani, enabling them to aptly deliver bilingual lectures as and when necessary. The MIL (Hindi) course is offered to both BA Prog. and B.Com Prog. students in the form of compulsory language, AEC and Generic Elective Courses. The college possesses a unique collection of rare books that serve to propagate ancient traditional knowledge. Students receive education on the significance of Indian cultural heritage, emphasizing traditional art forms, folk art, and tribal art from India. To facilitate this, the college arranges study tours for students. The college has various societies that organise diverse cultural programmes to foster and celebrate Indian culture and traditions. The college has also planned to start a Centre for Indian Knowledge Systems to propagate and promote the same. In essence, DCAC is a dynamic hub where tradition meets innovation, empowering students to navigate a changing world while staying rooted in their cultural identity. Through its commitment to nurturing linguistic diversity, promoting cultural heritage, and fostering social responsibility, DCAC moulds a generation of empowered individuals ready to tackle the challenges of the modern world.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-Based Education (OBE) focuses on curriculum improvement, faculty enrichment, assessment congruence, and continuous improvement. Its main goal is to promote knowledge acquisition as well as the development of competencies and abilities. The primary skills focused on in OBE are communication, problem-solving, and critical thinking, all of which are necessary for professional success. The college is affiliated with the University of Delhi. It has adopted the curriculum set forth by the University as per National Education Policy (NEP). NEP 2020 focuses on fostering multidisciplinary education to nurture adaptable and well-rounded graduates, equipping them with the versatility to tackle complex challenges and excel in diverse professional environments. By embracing multidisciplinary education, The college not only aligns with NEP 2020 but also empowers</p>

	<p>students with the skills and perspectives needed to thrive in a rapidly evolving global landscape, where adaptability and interdisciplinary knowledge are paramount. NEP advocates a flexible curriculum, enabling students to select courses from diverse disciplines beyond their primary specialisation. It further engages students in interdisciplinary projects to foster collaborative and project-centric learning, offer them common core courses, and promote integrated learning approaches. The NEP prioritises faculty development and embraces innovative assessment methodologies.</p>
6. Distance education/online education:	<p>During the COVID-19 pandemic, the college incorporated the latest ICT technologies to provide online education. The college's seminar rooms and conference spaces are equipped with cutting-edge technology, including audio/video conferencing systems, screens, and projectors. This has made it possible to participate in online webinars and hybrid meetings smoothly. The Delhi University Library System (DULS) library catalogue, as well as the N-LIST, DULNET, and INFLIBNET electronic resources, are accessible to faculty and students using unique login credentials. The college has arranged several webinars, posted study materials on its website, and conducted virtual seminars using Microsoft Teams or Google Classrooms. The college has functioned as an examination centre for several groups, including the School of Open Learning, NLU, etc., for many years. During the academic year 2022-2023, the college and the School of Open Learning Centre collaborated and optional SOL classes started taking place on the campus of the college. The School of Open Learning (SOL) is a renowned institute that provides various undergraduate and graduate distance education programmes, giving students flexible learning opportunities to achieve higher education.</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating	The ELC activities are held under the supervision of



<p>faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>an ELC Committee having faculty members as its convenor and members.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Various activities related to Voter awareness are organized on a routine basis in coordination with the District Election office. Annual summary revision of Electoral Rolls under the Supervision of the Nodal officer was carried out in coordination with the Election Office, Delhi Cantt in October November and December 2022. Voter's pledge on National Voters Day, i.e., 25th of January 2023 was conducted to create awareness among the students.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Every effort has been undertaken to create Electoral Awareness and sensitization among the students. The college successfully conducted the 13th National Voter's Day Pledge on 25/01/2023 in the sports ground of the college which saw a large participation by the students of the College creating a sense of electoral awareness among the youth voters. In the wake of SVEEP programmes for special summary revision 2023 and MCD Elections 2022 and in coordination with the District Magistrate Office, New Delhi, A Street Play, on the theme of "Importance of Voting" was successfully organised on 29/12/2022 by the Students of the College further generating a sense of electoral awareness amongst all for the upcoming elections. The College in coordination with the Election Office, Delhi Cantt successfully conducted a Special Summary Revision of Electoral Rolls from 9/11/2022 to 8/12/2022 enlisting/ updating the voters list. The college sent two of its students, namely Tanishka Aggarwal and Ravi Kumar Paswan, both from the Department of Political Science to participate in the Second Delhi Youth Parliament, held from 23/01/2023 to 25/01/2023. The students also received the certificates for their participation. Students and members of the Electoral Literacy Club have been using the social media platform to disseminate information about various elections-related activities to create a sense of electoral awareness among all.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to</p>	<p>In coordination with the District Election office, Delhi Cantt, voter registration camps have been organized from time to time to enlist the new and</p>

institutionalize mechanisms to register eligible students as voters.

young voters.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2461	2447	2629	2194	2090

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 105

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	86	87	81	84

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
338.94	145.09	81.83	96	112.74

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Delhi College of Arts & Commerce (DCAC) follows the academic calendar and syllabi designed and prescribed by the University of Delhi (DU) for all undergraduate programmes. The National Education Policy (NEP) 2020 was implemented in the academic year 2022-23 as Undergraduate Curricular Framework 2022 (UGCF). Following this, a new component of continuous assessment was introduced for theory and practical examinations. The assessment pattern for courses of different credit distributions was notified through the “Addition to Ordinance VIII” dated 10 February 2023. Before UGCF, the Learning Outcomes-based Curriculum Framework (LOCF) was being followed.

**Effective curriculum planning and delivery**

- The College and the individual departments follow the broad framework of the academic calendar prepared by the University and schedule their activities accordingly.
- Through well-documented processes the Workload Committee and Timetable Committee accomplish their task before commencement of the academic session. The departmental, individual and master timetables are prepared and uploaded on the College website.
- Individual departments hold meetings to decide the papers/courses to be offered, allocate them to faculty members and plan activities like talks, seminars, guest lectures and industrial visits/educational trips.
- The session commences with an orientation programme for the first-year students to familiarize them with the College, teachers, their course structure, papers, reading lists, timetable and assessment procedures. A separate orientation programme is also organized to familiarize students with the College library.
- Information and Communication Technology (ICT) is integrated with traditional pedagogy to enhance the learning experience of the students and provide them with conceptual clarity.
- Students are encouraged to avail facilities like computer labs, Wi-Fi, updated library e-resources and the latest journals along with textbooks and abundant reference material.

The College took special measures from March 2020 to February 2022 when physical classes were suspended owing to the pandemic. In particular, the College organized workshops for faculty members to familiarize them with online teaching tools and utilized the University G-Suite faculty accounts for

conducting online classes. Google Workspace user accounts were created to conduct classes of more than 100 students. Students were trained through mock online tests for exams that were conducted in the 'Open Book' mode.

### Assessment and Evaluation

- The revised assessment mechanism provides a more comprehensive and continuous evaluation of a student's performance, leverages teacher insights, and encourages consistent student effort. To address bias and subjectivity, assessment techniques such as book reviews, problem-solving exercises, group discussions/project work and presentations are used. The activities conducted are assessed through continuous assessment (CA) and internal assessment (IA) together accounting for 44% of total marks in each paper. Previously, the IA carried a weightage of 25% with 75% weightage assigned to semester-end exams.
- During the pandemic period a continuous system of online evaluation through assignments and quizzes was put in place to conduct evaluation and compilation of Internal Assessment as per the guidelines of the University.

Every aspect of curriculum delivery, CA and IA are carefully monitored by the TICs and the Principal.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 10

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

### 1.2.2

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

**Response:** 6.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
116	225	131	155	107

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

At DCAC, we are dedicated to providing a well-rounded and comprehensive education that goes beyond academic excellence. We understand the importance of addressing cross-cutting issues that shape not only our students' professional lives but also their role as responsible global citizens. To achieve this, the University of Delhi has seamlessly integrated key aspects of Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum. This integration ensures that our graduates are not only equipped with the necessary knowledge and skills for their chosen fields but are also well-prepared to contribute positively to society and address the multifaceted challenges of our times.

- Several papers related to Professional Ethics, Gender, Human Values, Environment and Sustainability are offered by various departments. The Department of Environment Sciences, Department of Commerce, Department of Hindi, Department of English, Department of History, Department of Journalism and Department of Political Science offer courses covering these interdisciplinary themes. The College offers the courses listed in the attached file with syllabi designed by the University, which deal with issues related to Professional Ethics, Gender, Human Values, Environment and Sustainability integrated into the curriculum.
- Prakriti, The Environment Society of the DCAC has been instrumental in involving the students of the college to create awareness about the environment and sensitize them to issues related to it. The society works with the spirit of "Try to leave the earth a better place than when you arrived." It organised various events such as cleanliness drives, field trips, environmental activism, orientation programmes, workshops, and extension activities through ICT. Social Media handles were used to upload relevant information on emergent issues regarding the environment.
- The NSS Unit of DCAC worked enthusiastically throughout the years. NSS organised important events, such as Van Mahotsav to encourage every citizen to plant a tree, World Nature Conservation Day to create awareness about the need to preserve the environment and its natural resources, Swachh Bharat Abhiyan to raise awareness about cleanliness and National Voluntary Blood Donation Day.
- Staying true to the core philosophy of uplifting the marginalised communities through the power of social entrepreneurship, Enactus DCAC carried out various projects such as Zaraat, aimed to minimize post-harvest losses and Project Saahas, an initiative for breast cancer survivors.
- The College follows a zero-tolerance policy against sexual harassment of women in the workplace and has constituted two committees Internal Complaints Committee and Gender Sensitization Committee. The committees make special efforts to sensitize students and staff by organizing awareness programs on legal provisions available to women. Seminars, workshops, and film screenings are frequently organized on gender issues.
- To ensure the safety of women on the campus, female security guards are deployed, CCTV cameras are installed and a complaint box is provided.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest**



completed academic year)

**Response:** 2.19

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

Response: 54

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 98.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
728	691	818	641	581

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
728	728	818	641	581

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 91.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
354	312	314	321	285

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

2022-23	2021-22	2020-21	2019-20	2018-19
363	363	408	321	285

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 23.44

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

- All the departments at DCAC drive innovative programs to foster students' creative abilities and problem-solving skills. Utilizing diverse methods like PowerPoint presentations, videos, quizzes, and group discussions, teachers ensure that learning experience remains interactive. Assignments and projects encourage critical thinking, while class presentations build confidence and public speaking skills.
- Apart from core discipline papers students also study Ability Enhancement Compulsory Course papers (AECC), Skill Enhancement Course (SEC) papers under LOCF and Ability Enhancement Course (AEC) Paper, Skill Enhancement Course (SEC) papers, Value Addition Course (VAC) papers under UGCF.
- The College boasts of impressive cultural societies such as Vivaksha: The Hindi Debating Society, Maktub: The Poetry Society, Leher: The Dramatics Society, Driftup: The Dance Society, Stylus: The Fashion Society and Dastagah: The Music Society. They provide students with the chance to grow personally, sharpen their skills, engage with others, and build a sense of community and belongingness in diverse areas such as debating, poetry, dramatics, dance, fashion and music.
- Through various initiatives and activities, National Service Scheme (NSS), National Cadet Corps (NCC), ENACTUS and Prakriti, the Environment Society of DCAC fosters holistic development, encourages social responsibility, and equips students with useful skills and values that complement their academic education.
- Annual festivities and celebrations by various departments and societies significantly improve students' overall learning experiences that go beyond the traditional classroom teaching-learning process.
- Students undertake internships in different sectors and expand their knowledge. In the process, they gain first-hand experience in the professional world.
- At DCAC, real-world context is added to classroom learning by taking the students for various industrial visits. It provides a variety of viewpoints and practical insights that improve students' comprehension and application of academic subjects.
- The college regularly invites industry experts to interact with the students through workshops and talks.
- Student representatives are appointed to various committees such as the Internal Complaints Committee and a special cell related to gender-based violence.
- Various departments/courses make use of different softwares/applications based on their specific requirements. For instance, teachers of the Commerce department train their students to use SPSS, MS Excel and Tally ERP 9. Journalism Department teachers introduce students to software/applications such as CorelDRAW, Quark Express, Adobe InDesign, Adobe Photoshop, Canva, Audacity, Final Cut Pro and Adobe Premiere Pro. Students of the Economics Department learn about R, a software for statistical Computing. Students of Computer Science learn to use tools such as Macromedia Flash, SQL Workbench and PHP.
- Teachers from across departments make use of Google Classroom and MS Office for an effective teaching-learning process. Students are also informed about and encouraged to join various online courses on platforms such as SWAYAM, e-PG Pathshala, Coursera and edX. Teachers harnessed the power of YouTube and made video lessons for the students during online classes and shared them on various digital platforms.
- E-resources provided by the library include remote access to E-resources of DULS which give access to millions of e-books, e-journals and e-articles and N-LIST (subscribed by the College) provide 6000+ e-journals and 164300 + e-books.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 88.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	110	93	93	93

### File Description

### Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

### 2.4.2

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

**Response:** 54.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	44	43	41	44

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

DCAC adheres to the University's guidelines for internal Assessment (IA) and continuous assessment (CA) in line with NEP 2020, which focuses on a multi-dimensional assessment system.

The revised assessment scheme provides a more comprehensive and continuous evaluation of students' performance, leverages teachers' insights, and encourages consistent student effort. To address bias and subjectivity, a range of assessment techniques, such as book reviews, problem-solving exercises, group discussions, presentations, and group project activities, are used. The activities conducted are assessed through CA and IA (44% weightage).

Before NEP, the IA carried a weightage of 25% with 75% weightage assigned to semester-end exams. During the pandemic, the IA was based on online assignments/quizzes/practical examinations.

**Internal assessment**

- During the orientation program, students are informed about the University's assessment criteria, weightage and the frequency of assessment.
- Teachers regularly remind students of the assessment criteria during the class.
- The dates of the assessment schedule are notified on the College website/notice board well in advance. Changes in schedules, patterns if any are notified to the students.
- It is a practice of the college to show internal examination answer sheets after evaluation to the students in the class for self-evaluation and proper transparency.
- Constructive feedback helps students discover their true potential and improve their performance.
- In case of any discrepancy, students approach their respective teachers for rectification.
- Students who are unable to attend tests or complete assignments due to medical issues or other

valid reasons are allowed to appear later. NSS and NCC candidates are exempted from the attendance strictures.

- All students need to verify and sign their assessment sheets before final submission to the University in the prescribed format.

### External assessment

Practical and External theory examinations for all the courses are conducted at the end of each semester according to the notifications uploaded on the University's website.

The examinations are held within the college premises and sealed answer scripts are submitted to the University by the college administration.

### Grievance Redressal

- The Internal Assessment marks of all subjects are revealed to the students and in case of any discrepancy, the students are allowed to approach college administration, respective departments and teachers for rectification.
- Apart from the teacher or the TiC, the students can approach the Principal anytime during office hours and get any issue regarding internal assessment resolved.
- The actions taken are communicated to the students within a specified time frame.
- After the the concerns of stuents are resolved, the final internal assessment mark sheets are prepared and uploaded on the University portal after being duly signed by the students.
- To facilitate redressal of grievances related to the result of external exams, students can submit an online form on the University's website and pay the prescribed fee for rechecking or re-evaluation of answer sheets.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

The institution adopts Program Outcomes (POs) and Course Outcomes (COs) for all its programs in accordance with the guidelines of the University of Delhi. NEP framework was implemented in the academic year 2022-23 by UGC. In accordance with the NEP 2020, the UGC has formulated a new student-centric "Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)"

incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options. The institution organised various meetings and seminars for the faculties and students to apprise them of the revised curriculum. The institution ensures clarity and communication of POs and COs through various effective mechanisms. These include the college website and Bulletin of Information, which detail program syllabi along with POs and Cos. The curriculum framework is aimed to achieve the following four broad learning outcomes:

- Knowledge outcomes pertain to the grasp of fundamental cognitive content, core concepts or questions, basic principles of inquiry, a broad history, and/or varied disciplinary techniques.
- Skills outcomes focus on the capacity for applying basic knowledge, analysing and synthesizing information, assessing the value of information, communicating effectively, and collaborating.
- Behavioural outcomes reflect a manifestation of knowledge, skills, and attitudes as evidenced by performance, contributions, etc.
- Environmental outcomes aim at the attainment of a growth process for the students that is in harmony with nature and develops ecologically and environmentally conscious citizens.

These learning objectives are integral to the college's vision, mission, and objectives. Newly admitted students are briefed on the new courses/options introduced under NEP curriculum during orientation programs, including information about Generic Elective courses and Value Added courses. At the beginning of each semester, students interact with teachers to understand the curriculum and evaluation structures. Discussions, tutorials, seminars, workshops, and lectures by experts and alumni further enrich students' understanding. Field trips provide practical insights, particularly in certain departments. The college offers remedial classes and support for students with diverse needs, ensuring inclusive education. Resources like journals, books, syllabi, and past question papers are available in the college library, which also cater to students with disabilities. The institution also fosters common graduate outcomes such as critical thinking, communication, teamwork, leadership, and digital literacy through student committees and societies. Special emphasis is placed on gender sensitization both in and out of the classroom. The Placement Cell helps students secure employment and internships, while competitive events like sports and cultural meets foster job-preparedness among students by inculcating values such as teamwork and leadership. The Internal Quality Assurance Cell (IQAC) oversees curriculum and pedagogy through student and faculty feedback, identifying areas for improvement.

The Pandemic has taught us new ways of disseminating knowledge, e.g. the ability to connect with a number of think tanks from across the board. In order to improve the level of learning of advanced students in the college, various seminars were organized online and offline.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>



## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

As part of the University of Delhi, the college abides by attendance and evaluation guidelines set by the University. Departments utilize a range of internal assessment mechanisms, including examinations, quizzes, assignments, projects, and presentations, to cater to the varied needs of students. A tight watch is kept on student attendance to gauge their devotion to their studies. Faculty collaboration aids in assessing students' development, particularly in online learning settings. To improve its teaching methods, the institution evaluates how well its students perform in University exams.

The following are some of the ways through which the college ensures that students are aware of course structures, evaluation procedures, attendance policies, and other academic requirements:

- Students are made aware of these elements through the prospectus, departmental orientation activities, and introductory lectures for each subject.
- Within the institution, there are many layers of monitoring and communication on students' performance.
- Teachers assess student performance through class tests, assignments, and projects, providing individual feedback and suggestions for improvement. They also track students' regularity in attending classes.
- Regular tutorial discussions help identify each student's unique needs and abilities.
- Departments analyze student performance in internal assessments, determine necessary interventions, and communicate feedback to students.
- Each department evaluates student performance in term-end examinations.
- The college regularly monitors student attendance, with teachers maintaining and submitting attendance records regularly.
- Internal assessment outcomes are published on the college website and shared with the university after verification.
- The college communicates students' progress through classroom interactions, tutorial meetings, and the college website.

This comprehensive approach ensures that students receive the necessary support and guidance throughout their academic journey. Regular interactions with well-placed alumni are arranged. Motivational talks, seminars with subject experts, workshops for hands-on training etc. are conducted

from time to time.

Top-ranking students of each department are felicitated and given cash prizes during the College Annual Day function. All position holders in various events are also given cash prizes on the same day.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 91.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
934	656	722	547	526

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

2022-23	2021-22	2020-21	2019-20	2018-19
1016	675	751	640	610

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

## 2.7 Student Satisfaction Survey

### 2.7.1

#### Online student satisfaction survey regarding teaching learning process

#### Response:

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 22.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.95	12.47	8.6	00	00

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

DCAC encourages students to develop a multifaceted personality, with an inquisitive mind and healthy body, well equipped with knowledge, innovative ideas and skills. Their pursuit of knowledge is aided by a dedicated faculty, who imbibe best pedagogical practices by regularly attending FDPs, workshops, seminars; which besides knowledge-transfer, inculcates a spirit of enquiry and creativity amongst students. Fully realising the exigencies of a fast-developing modern society which is built on the bedrock of entrepreneurial skills, DCAC established Vyapaar, the Entrepreneurship-Cell with the intent to nurture this skill amongst students. Since its inception, Vyapaar has acted as a bridge between the students and the startup & incubator community. It hosts multiple events each year, particularly the E-Summit, which not only offers students a networking platform but also provides them an interface with potential investors. These efforts have culminated in the establishing of the Career Development Cell recently, which promises to create a productive ecosystem of start-up culture.

The College has created a conducive atmosphere for teaching and learning, adopting a two-pronged strategy for knowledge-transfer : through research publication & dialogic platforms. Our study circles are repositories of knowledge, where students are exposed to seminal ideas and voices of some public intellectuals . Gandhi Study Circle aspires to foster the Mahatma’s vision by organizing lectures, seminars and varied activities. Ambedkar-Phule Study Circle endeavours to inculcate the spirit of inclusivity, equity and justice by organizing talks & observing landmark days. Friday School of Economics , with its free-wheeling discussions on diverse current issues trains young minds to fuse text-book knowledge with real-world problems The DCAC research journal, *Intellectual Resonance*, is an annual interdisciplinary, double-blind peer-reviewed journal which provides academic space to teachers and researchers to publish scholarly papers. The annual bilingual students' magazine *Swaram* publishes creative and informative pieces of writing. Students richly contribute articles to the department newsletters and magazines like *The Carrel*, *Itivritanta*, *Ecosstantial*, *Adverve* and *Critique*.

Add-on certificate courses in Mass Media, French and Spanish languages offer an array of career opportunities to students. Skill Development Centre regularly organises workshops and lectures to help students enhance their unique skill sets, equipping them for the industry thereby increasing their employability quotient.

The College firmly believes in disseminating the tenets of Indian Knowledge System by diligently organising events around ancient practice of Yoga such as “You, Yoga & Universe”, acquainting students with Indian tradition with lectures such as “Women in Indian Epic”. The botanical gardens of Hope and another of Herbs were set up with the intent of familiarising students with the medicinal values of herbs and plants that grow there.

The College Library conducted Information Literacy programme for students and Faculty to make them aware of IPR and plagiarism issues.

Aiming to foster students’ business sense , DCAC Enactus encourages them to work on innovative projects, create business models and prototypes to not only empower local communities but to create market-friendly, commercially viable products.

We constantly work towards the academic and extracurricular excellence of our students and endeavour to promote innovative practices and critical thinking, contributing to their holistic learning. Aside from these activities, college departments regularly organize talks, seminars, FDPs, eminent writers-in-conversation, to expose students to multifarious domains of knowledge & provide them opportunities to think creatively and ready them for creation and transfer of new knowledge.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.2.2**

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

**Response:** 141

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	44	32	34	07

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3 Research Publications and Awards****3.3.1**

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

**Response:** 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	81	59	34	83

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

### 3.3.2

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

**Response:** 1.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	20	38	13	14

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

## 3.4 Extension Activities

### 3.4.1

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

DCAC motivates students to carry out extension activities that inculcate in them the values of empathy, social responsibility, eco-sensitivity, ethics, patriotism, national integration, dignity of labour, human rights and inclusivity. These values strongly complement other valuable learning experiences imparted by the institution, like critical thinking, scientific temper and analytical skills which turn them into holistically-developed, socially-aware, committed individuals. These extension and outreach activities enable students to get hands-on experience in tackling real-life situations, equipping them with problem-solving skills outside the comfort zone of classrooms. They get practical exposure to diverse real-world issues concerning physical and mental health awareness, problems faced by the underprivileged and marginalized communities and such other. Multifarious extension activities are thus conducted through platforms such as NSS, NCC, Prakriti and Enactus. NSS-DCAC has consistently engaged with community outreach programmes that address issues such as health, safety and education of women and children; organising of blood donation camps & sanitation drives. Under its flagship project, Tanzeal, student-volunteers teach underprivileged children of the neighbourhood, discharging their duty towards society. Enactus-DCAC encourages students to engage with socio-economic issues, trains them for community development and works for the uplift of the disadvantaged through social entrepreneurship. It has successfully empowered sections of community through various Projects: Zaraat offers affordable grain storage solutions to low-income farmers, Cansurvive creates prosthetic bra, a unique product for breast cancer survivors, and Adhikaar provides sustainable means of livelihood to women by training them to become e-rickshaw drivers. NCC-DCAC through its various camps, drills and rigorous practice sessions aims at character-development, instils discipline, fosters secular outlook, and promotes ideals of selfless service. Our cadets have won numerous honours at national competitions, excelled at adventure activities and participated in institutional training camps. Some have entered the armed services to serve as sentinels of the nation. With their unwavering commitment, our socially-responsible students, passionate about making a difference to their society and communities, volunteered during the pandemic, carrying out relief measures and spreading health & hygiene awareness amongst the locals. Prakriti, the environment society regularly holds workshops, exhibitions, competitions and walks to sensitize participants about the need to nurture nature and to understand relevant issues on environment. Our green initiatives, energy-saving measures, the herbal gardens teach them the virtues of conservation and recycling. Our gender-sensitisation cells regularly conduct workshops in collaboration with NGOs that work towards women-empowerment. Northeast Cell helps spread awareness among students about the diversity of culturally-rich north-eastern region. Skill Development Centre focuses on enhancing the students' skill-sets, enhancing their employability chances and readying them for the industry. Our various student societies have carried out social-awareness programmes by organising impactful street plays showcasing pertinent local issues, conducting debates on meaningful current subjects and exposing large audience to rich and powerful poetic and literary voices. Students have enriched communities through their literacy campaigns, environmental initiatives, rural development projects, cleaning of streets, fieldtrips, internship and exchange-programmes thereby sensitizing themselves and others; learning and experiencing the joys of giving back to the community with a sense of pride and commitment.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

Our faculty is dedicated to teaching and research alongside engaging in altruistic pursuits which contribute to their professional growth, bring accolades to college and have social outreach. We strive to instil social, moral and ethical responsibilities in students who bring innumerable laurels to college with their passionate commitment to ushering positive changes in society. Several of our teachers have attained recognition for extension activities and been awarded by universities and government agencies. The head of the institution was felicitated for his exemplary services by the International Human Rights Commission. Faculty from various departments have won awards for their sterling contribution in the field of education and many have gained recognition as inspirational leaders for having offered dedicated service to society. Some faculty have received commendation for their superlative performance in journalism and a few have won best research-paper awards.

We are firmly committed to providing holistic development to students, ensuring their overall growth. We encourage them in their academic, cultural and athletic pursuits that produce well-rounded individuals, healthy in mind, body and spirit. Laudable extension activities are thus conducted through multifarious platforms such as NSS, NCC, Prakriti and DCAC-Enactus, Skill Development Society, engaging with wide-ranging community outreach programmes addressing issues such as women's safety, road caution & mental health. They have organised blood donation camps and carried out health & sanitation drives. NSS and NCC students have taken many initiatives under the aegis and directives of the government and volunteered during the pandemic where their work included providing COVID-19 relief, carrying out literacy campaigns, environmental sensitization programmes and rural development projects. Student-volunteers spread awareness amongst the locals and promoted various government policies highlighting their dedication to community service.

Our Enactus projects have successfully empowered a cross section of communities, and many projects have garnered commendable mention in the media. Special mention goes to Project-Zaraat for competing at various levels to reach the top winning brackets; receiving cash prizes for winning the Race for Better India and for runners-up position at Global Race to Feed the Planet. NCC-DCAC cadets have won numerous honours at national camps and competitions & participated in annual camps, adventure activities and other institutional training camps. Several have entered the armed forces as Commissioned and Non-Commissioned officers.

Our sportspersons have excelled at various college, university, regional, state and national-level competitions. Many have won first position at different games and have been awarded gold, silver and

bronze medals. The college believes in nurturing the inner talent and inherent skills of our students, who consistently prove their mettle in academic and extra-curricular activities. We have thriving student societies, and the students' rigorous practice & rehearsals have brought innumerable awards, certificates & special mentions. They have secured top positions at debating, photography, dance, fashion, poster-making, arts and other competitions at various inter college festivals. We appreciate and award our students for their meritorious achievements at annual day celebration by giving them certificates and award money.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 151

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	60	09	10	10

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

## 3.5 Collaboration

**3.5.1**

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

**Response:** 25

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

Delhi College of Arts & Commerce is an institution with a mission to provide its students a holistic, comprehensive, and conducive education. For that, the college has adequate infrastructural and physical facilities such as ICT-classrooms, computer labs, library etc. The main infrastructural components are:

- The College has two blocks: Old and New. There are 55 well-ventilated classrooms, out of which 21 classrooms are ICT enabled and equipped with projectors to aid effective teaching-learning.
- The college has a state of the art Multi-Purpose Hall (MPH) with advanced acoustics, lighting and ICT facilities, and an audience capacity of approximately 250.
- In addition, there are two seminar halls with the latest ICT facilities and Wi-Fi-enabled Digital Smart Boards, along with two Committee Rooms.
- At DCAC, the library which is housed on the two floors of the New Building, is comprehensively stocked with a vast collection of books, periodicals, electronic resources, and journals, easily accessible through the WEB OPAC system and DELNET. Electronic resources, including e-journals, periodicals etc., are accessible via DULS while N-List membership grants access to extensive electronic resources. Plagiarism-detection software (Drillbit & URKUND) is also available.
- The College also has an Equal Opportunity Cell which has a dedicated computer system with requisite software for the visually impaired.
- The College heavily depends on its IT facilities and Wi-Fi for carrying out both academic and administrative tasks. Presently, DCAC possesses 711 laptops and 180 desktops and two senior technical assistants have been hired to provide IT support on campus. The college has four fully functional computer labs for the use of the stakeholders and to conduct tutorial and practical classes.
- The College has a Media Lab to prepare potential journalists.
- 'Herb Garden' and a 'Garden of Hope' on campus enrich the environment for students, fostering a holistic atmosphere conducive to their well-being and growth.
- The college's cultural facilities are designed to cater to the diverse interests and talents of our students, providing ample space and resources for various activities. The Dramatics Society, Photographic Society, Fashion Society, Enactus, Poetry Society etc., significantly contribute to our vibrant campus life.
- The College also has dedicated rooms for NCC, NSS, Northeastern Cell, Placement Cell, Department Rooms, Counsellor's Room, room for Sulabh employees, Recreational Rooms,

Digital Marketing Room for Add-on course etc.

- Seating areas surrounding the canteen and the Music Room offer students ample space for recreational activities.
- The College offers a wide range of indoor and outdoor games facilities to our sports enthusiasts. The sports training infrastructure includes a sports room well-equipped with a standard Stag TT Table, carrom and chess boards. For outdoor activities, the college features a functional sports field with three cricket nets and a practice pitch.
- Other outdoor amenities include a standard size synthetic court for Basketball and Volleyball measuring 60 x 30 feet, Mini Football (six Aside), Kabaddi, and Judo training areas.
- A well-maintained Gym is available to the stakeholders.
- In addition, the ICT enabled IQAC room plays a crucial role in enhancing the quality of academic and co-curricular aspects at the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 20.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
132.72	27.12	0.0	0.0	0.0

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

- Since 2016, the library at Delhi College of Arts & Commerce has been fully automated. Initially, NETLIB/LIBWARE was used as the ILMS platform. This was replaced with KOHA in 2022. KOHA is a free and open source, fully featured, scalable library management system. It was deployed on a cloud server, offering a dynamic and efficient library automation solution. Koha includes modules for acquisitions, circulation and patron management, cataloging, serials management, authorities, flexible reporting, label printing, multi-format notices, administration, Web-OPAC, offline circulation and more.
- Membership, registration, and book borrowing and return processes are automated using RFID (Radio Frequency Identification) technology. Students receive a smart identity card provided by the college library upon admission, which serves as their library membership card.
- Two Library Kiosk Dual Core stations have been installed, one for OPAC-based searches of the book and journal databases and other for self issuance and return of books. Additionally, a Book Drop machine is situated on the ground floor for returning books. Three OPAC terminals are available for searching books, eliminating the need for manual searching. The OPAC enables searching the entire library collection, providing bibliographic details of books and other materials such as periodicals and journals etc., along with their current issuance status and location. This service significantly aids in meeting the academic information needs of users, supporting a multidisciplinary approach to information retrieval. It is widely utilized by students and faculty to locate library resources.
- 10 LAN-connected desktop computers have been set up in the e-resource center and 2 in the faculty reading room, providing Wi-Fi and internet access. These computers are utilized to access various library subscriptions such as N-List, DELNET, NDL, and NPTEL etc. Additionally, the library is equipped with a high-quality photocopier for duplicating and printing resources.
- The library has a separate webpage on the College website that contains all the information regarding library rules and regulation, services, facilities and links of the subscribed e-resources etc.
- A computer systems, equipped with software for visually impaired individuals including Evo 11 Diazy device, Braille study material, and audio books, as well as one Lex Portable Camera System (Lex AIR), is located in the equal opportunity cell on the ground floor beside the library for their convenience. The library office has seven Workstations for the smooth functioning of the library.

? Name of ILMS software	Koha
? Nature of automation (fully	Fully Automated

or partially)	
? Version	Version 21.11.09.000
? Year of Automation	Year 2007
<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

- Delhi College of Arts & Commerce heavily depends on its IT facilities and Wi-Fi for carrying out both academic and administrative tasks. Presently, the college possesses 711 laptops and 180 desktops computers and two senior technical assistants have been hired to provide IT support on campus.
- A wireless network is operational in the old block, new block, and administrative offices. The senior technical assistants monitor LAN and network connections. Any issues with the Wi-Fi system are resolved through coordination with the University's Computer Centre.
- The College has acquired two high-configuration servers to enable fast data transmission to multiple computers. The college's IT setup includes a Windows-based Active Directory, Quick Heal antivirus software, and a Library OPAC system. All computers are connected through a 100mbps LAN and a Wi-Fi system with a capacity for 2500 users, provided by the University of Delhi.
- The desktop computers are using Windows 7, Windows 7 Pro, Windows 10, and Windows 10 Pro operating systems, while the laptops are running on Ubuntu. Many desktops come pre-installed with Office 2010, with some also using Office 365 and Office 2016 Pro. The laptops are equipped with Open Office. Office automation packages such as OpenOffice, MS Office, and antivirus software are purchased and regularly updated
- During the pandemic, all significant events were conducted virtually. Links for these events were created using Google Meet and Zoom applications, which could admit up to 100 people. To accommodate larger audiences, DCAC had acquired Google Workspace, which allowed admission for more than 100 people.
- The college library is connected to the Delhi University-wide area campus networking system,

offering access to electronic resources. Additionally, the college has access to plagiarism detection software such as Drillbit and URKUND through the University of Delhi

- The DCAC website undergoes regular updates by the Website Committee, with assistance from IQAC. Key links on the website include vital information on Admission, Time Table, Placement Cell, Add-on Courses, NIRF, NAAC, Prospectus, College Journal and College magazine.
- UGC Resource Centre, with 10 desktop computers with Internet access, printing, and scanning facilities is reserved for faculty's use.
- The college library is equipped with several desktops and a printer connected to the college Internet.
- The College has 4 fully air-conditioned computer labs, each with CCTV cameras and LAN access.
- The college's Administrative Block is fully equipped with the CCTV cameras, scanners, printers, each connected to the college's centralized internet connection.
- Initially, LIBSYS/NETLIB was the ILMS platform used in the library, but it was upgraded to KOHA in 2022. KOHA is a free and open-source library management system that is fully featured and scalable. The library utilizes KOHA's important features, such as catalog facilities, customizable search options, online circulation, and barcode printing.
- Membership, registration, and book issuance/return processes are automated using RFID (Radio Frequency Identification) technology. Students receive a smart identity card upon admission, which is used for library membership. A barcode scanner is employed for book issuance and return.
- 10 LAN connected desktops have been installed in the e-resource centre with Wi-Fi and internet facilities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 2.76

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

**Response:** 891



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

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 51.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
76.97	71.75	55.82	79.45	111.89

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	34	36	76	24

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

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

### 5.1.3

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

**Response:** 10.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
400	470	80	140	150

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** A. All of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 30.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
484	382	102	102	84

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

2022-23	2021-22	2020-21	2019-20	2018-19
1025	699	764	656	663

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

### 5.2.2

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

**Response: 0**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 301

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	75	56	67	39

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

**5.3.2**

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

**Response:** 25.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	33	0	20	39

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

The College does not have a registered Alumni Association. However, the Alumni Association has been active since its inception in 2010-2011. The Annual Alumni Meet is held on the last Sunday of February under the supervision of the Alumni Committee. Many DCAC alumni occupy prestigious positions in the fields of education, corporate houses, media and administration. An online registration form is available on the college website, to obtain and update the information from our alumni. Alumni members also help the placement cell of the college to connect with various companies.

For further information, kindly see the link: <https://dcac.du.ac.in/home/alumni>

Form Link: <https://docs.google.com/forms/u/1/d/e/1FAIpQLScJgndLhCIRDKHwaec7Q1GumqL-rFQ4OLyvnDPk1Fu07HZ9PQ/viewform?c=0&w=1>

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

Governance and administration of the institution is influenced by its vision and mission to negotiate between traditional values and the possibilities of the modern world, to create a space where students can blossom into confident and sensitive adults. Following the model of quality education envisaged by NEP, we focus on providing holistic development to students. The college provides equal and non-discriminatory access to education. Thrust of the institution is to promote undergraduate research, foster entrepreneurial spirit, encourage skill development, build strong linkages with industry, provide ICT-enabled learning environment, impart valuable life skills and ensure development of students as socially responsible citizens. The various committees of the college implement the modalities of NEP by informing the students of the various courses and options available to them under the scheme during their Orientation and at the beginning of every Semester.

The structure of authority is hierarchical flowing from the University, to the Governing Body and the Principal. The College believes in participative management and promotes collaborative governance. Every stakeholder is involved at various levels and in various forms in the management of the institution and its processes. Teachers are involved in decision making processes through various committees and roles as GB members, members of various Staff Council Committees, Bursar, Deputy Superintendent of Exams, Liaison Officer of SC/ST/OBC, NCC in-charge, NSS convener, North-East Committee, Library Committee, Monitoring Committee, Grievance Committee, Prevention of Caste based discrimination Committee, Internal Complaints Committee, PIO, and Gender Sensitisation Cell.

Decentralization and participative management are cornerstones of this institution's philosophy of running a smooth ship. Decentralization has been effective in taking and implementing decisions. It has helped in initiating new plans and making innovative suggestions. Participatory management approach is practiced at different levels in the college and stakeholders are involved in the process of decision making based on shared insight. The IQAC of the college comprising teaching and non-teaching staff, governing body members and special invitees, is an excellent example of decentralization and participative management. The IQAC is meant for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the college, and is comprised of the Principal, Governing body members, teaching staff, non-teaching staff as well as students. The IQAC of the college exemplifies decentralization and participative management.

This year the IQAC undertook streamlining of the promotion process. Members of the committee decided that teaching and non-teaching staff may submit their APAR forms every year. Additionally, eligibility guidelines for promotion at each stage were also recorded, including years of service, rules for plagiarism/similarity, publications, research score, UGC listed/peer review proofs. It was decided to



initiate timely scrutiny and pre-screening of promotion applications and specific instructions to administrative staff for fast-track movement of files. The committee also decided to take up individual cases and their issues on priority and pursue their resolution in a timely manner. This has led to expediting the process of promotions via decentralization and participative management in the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The Governing Body plays a regulative and advisory role in the functioning of the college. It assists the Principal in executing all administrative activities. Meetings of the Governing Body are held to make strategic decisions for the infrastructural and academic development of the institution. The Principal, being the Chief Executive and Administrator, takes decisions pertaining to the day to day working of the college. The Staff Council, under his Chairmanship, forms various committees to assist him. However, these committees are independent with respect to their functioning and decision-making. The decisions taken by the committees are forwarded to the Principal who implements these recommendations after taking due approval from the Governing Body. At the departmental level, decisions pertaining to academic and extracurricular activities are taken by the TIC, in consultation with other members. The Students' Council/Union and other units (NCC, NSS, Prakriti, Enactus etc.), in consultation with the Principal, the Students' Council/Union Advisor and concerned teacher-in-charges, take decisions regarding sponsorship and the organization of various events and activities. Apart from the above the Principal coordinates with the IQAC to identify the problems and explore various alternatives, choosing the best course of action.

In our college it is our continuous quest to meet the needs of students and make their orientation according to the needs of the market and society. In this direction college introduces various customized add-on skill-based industry-relevant courses for the upgradation and upskilling of students. This year the college continued offering 'Digital Marketing Certification Course'. This course was designed to train students about digital technologies and their significant intervention in marketing. Students from across courses showed enthusiastic participation by enrolling. As on date the course has total enrolment of 206 (2021- 2022, 2022-2023) students and is running in full swing. The course has quickly become self-sustainable and is also generating funds for college. Additionally the college plans to introduce two new courses on financial accounting, as part of the strategic plan to initiate new skill-based and self-sustainable courses.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The College follows CAS, Career Advancement Scheme as per UGC Regulations for the promotion of staff. All teaching and non-teaching members submit an annual self-appraisal report in the prescribed Annual Performance Assessment Report (APAR) at the end of every academic year with documentary evidence. The submission is routed through the HOD/TIC, who also verifies the claims made therein. The APAR forms are available for download on the college website. The report is finally submitted to the IQAC of the College. The IQAC scrutinises the applications and advises corrections, if any. The files

are then approved in the IQAC meeting, further processed and sent to the University for necessary action. Post this, the IQAC is fully involved in organizing of the interview for promotions. After the interviews the IQAC follows up with the University for clearance of promotion files etc. Additionally, the process of advance increments (for PhD and MPhil) of the teaching staff has been initiated. During the last few year with active participation of the Principal, Governing Body and the College internal committee, teaching and non-teaching staff were promoted at various levels in a record number. The Annual Performance Appraisal is also prepared for administrative staff along the same lines as that conducted for the Central Government Civil Services Staff. The performance of the employee is assessed annually in the APAR. The Reporting Officer records his assessment which is then reviewed by a superior officer. Finally the report goes to the Accepting Authority. This occurs in a time-bound manner. In IQAC meetings every effort is made to standardise the procedure and inform promotion-seekers of the rules. Additionally special cases are also taken up during meetings for timely redressal and resolution. Over the years the IQAC has endeavoured to streamline the promotion process for the ease of teaching and non-teaching staff.

Welfare measures for staff include regular campus sanitization, cleanliness and adherence to social distancing protocols, and workshops promoting mental health and well-being. We offer enhanced ICT facilities, such as Wi-Fi, access to computers and the internet for staff and a mobile-friendly website. Various leave types in accordance with University guidelines are provided including maternity and paternity leave, study leave for teaching staff and sabbatical leave as per established rules. Pension benefits include GPF, CPF and NPS. Financial assistance to the staff is provided through PF and PF loans, LTC and benefits in accordance with GoI rules and admission of staff members' children as per University regulations, Children's Education Fund and the access to the Thrift and Credit Society for loans at reasonable interest rates. Health and well-being of staff is ensured with medical reimbursement following established rules, on-campus medical facilities, and yoga sessions. Campus security, power backup, sports facilities, library and e-learning resources, canteen services, photocopy services, dedicated staff rooms, a women-friendly workplace, fire safety measures, clean drinking water facilities and ample parking space within the campus are also provided. Active Staff Association, informal staff sports events and promotion schemes for staff members is aligned with University guidelines.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>

**6.3.3**

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

**Response:** 57.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
166	35	151	33	32

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	57	57	57	57

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

In the year 2022-2023, the college has strategized and undertaken multiple actions for mobilization of resources and funds via new initiatives, policies and procedures. The College initiated the purchase and installation of solar photovoltaic power plant of 200 KW/DC capacity on selected rooftops of the college for creating a sustainable and self-reliant power resource for the college in the future and to minimize electricity consumption, the benefits of which will be reaped every year. Secondly, the college agreed to install solar street lights in the campus free of cost as part of the CSR strategy of the sponsoring partner company. These solar street lights come equipped with advertising boards, the rights of which reside with the sponsoring company. Thirdly, the college entered into an agreement with a sports academy for development and maintenance of the college ground for various sports facilities. In this way, the college has managed to generate funds (as lease payment) from the sports academy for the next 5 years and has also secured the maintenance and upgradation of sports ground facilities without any additional cost.

The college conducts all internal and external audits as per norms. Internal audit is done by a Chartered Accountant duly approved by the Governing Body and University of Delhi panel as per rules of the Government NCT of Delhi. The internal audit is automatically carried out regularly by the Accounts Department with several established checkpoints including the A.O. & Section Officer (A/cs) and Bursar. Moreover various committees, cells, and Teacher-in-charges scrutinise the bills before being processed for payment. Every effort is made to minimise the possibility of errors and mistakes at this level. The final ledger is checked again before authorising payments.

External audit is done as per rules by the Comptroller Auditor General of India (CAG). Since the college receives 5% of its funds from them, an audit team from Department of Higher Education, GNCT of Delhi

conducts an external audit once every two years. All purchases are made after deliberation and due diligence by the Purchase Committee. Further the GEMs (Government e-marketplace) portal is utilised for making purchases. The College also follows the GFR of the Government of India for all the expenditures and thus makes sure the efficient use of the grant/funds.

The college prepares its annual budget for all approved income and expenditure heads as per UGC guidelines. This exercise is done after due consultation and discussion with authorities. External audit is done as per rules by the Comptroller Auditor General of India (CAG). Since the college receives 5% of its funds from them, an audit team from DHE, GNCT of Delhi conducts an external audit once every two years. The CAG audit has been completed up to the financial year 2022-23.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### Response:

The IQAC constantly endeavors to institutionalize quality assurance strategies and processes. The initiatives are focussed on:

- Improving the graduate outcomes for students, so that they get access to employment/self-employment or engage themselves in the pursuit of higher education.
- Encouraging the link of the students with society/industry such that the students are involved in socially-productive activities.
- Educating students in crucial professional and life skills such as effective communication, leadership and social skills; instilling professional ethics, universal human values, the spirit of innovation/entrepreneurship and critical thinking among the students and promoting avenues for the display of these talents.

In realisation of these objectives, the college constituted a Skill Development Committee, which works in

collaboration with the IQAC, to organize workshops, seminars and lectures for the upskilling of students. The sessions have been organized to remove the disconnect between the demand and the supply of skilled resources, provide technical and vocational training, upgrading the skills of students, building new skills, and making students job-ready. The Skill Development Committee has taken numerous initiatives to enhance the hard and soft skills of the students by providing them with industry exposure and experience via workshops, seminars and lectures.

In 2022-23, IQAC started a system of mentorship at the college with the aim of providing opportunities for students to benefit from the rich experience, expertise and wisdom of their teachers. Constant interaction with their mentors enabled students to develop new skills, sharpen existing ones and equip themselves to pursue suitable career goals. A vibrant mentor-mentee relationship in the campus helps students find an emotional and moral anchor whenever they face challenging situations. For this purpose, each teacher-mentor is placed in charge of eight first-year students-mentees. Mentors meet the mentees once every two weeks, enquiring about the difficulties they might be facing and assessing their academic progress. The mentor functions as a bridge between students and the college administration. Mentors also actively motivate mentees to take part in curricular and extracurricular activities and help shape their career goals.

The IQAC of the college is committed towards constantly reviewing the teaching-learning process, and implementing reforms to enhance the learning outcomes of students. The IQAC in its meetings deliberates on various issues regarding structures, methodologies and operations of the teaching-learning process and suggests reforms and anchors their implementation. One such notable institutional review is regarding the National Education Policy and optional papers offered to students. In order to best serve the interests of students the college maintains a low student-teacher ratio, thereby ensuring personalized attention and support. To operationalize this the committee decided to put a cap on the number of students (as per University norms) for each GE/SEC/VAC course from the first semester onwards (November 2022).

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5.2

### Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies**

such as NAAC, NBA etc.

**Response:** B. Any 3 of the above

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



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Delhi College of Arts & Commerce (DCAC) encourages gender equity. It respects the dignity of women in letter and spirit by providing an inclusive environment. Merit and performance being the sole benchmark, it practices zero tolerance against discrimination on any basis in general and gender in particular. The numerical strength of the college reflects gender parity with an almost equal ratio of men and women. This proactive/conducive environment has been a catalyst for larger participation of the girl students in curricular, co-curricular and extra-curricular activities which is reflected in their all-round performance during their period of studies and afterwards as well.

The college provides a safe and secure environment for all the stakeholders, including students, faculty members and non-teaching employees, especially women. In order to promote gender equality, as guaranteed by Article 15 of the Indian Constitution, especially in the institutes of Higher education where the maturity level of the students is much higher, a greater outreach can be expected by promoting, implementing & monitoring specific policies and procedure that questions inequalities and fosters equal opportunity across gender.

DCAC offers a suite of standout amenities, with a strong focus on safety measures:

- Specifically designated Girl's Common Room, complete with modern conveniences to cater to the needs of girl students
- A network of CCTV cameras, totalling 105 in number, strategically positioned throughout the campus and monitored from a centralized control hub
- A dedicated Medical Room equipped to provide immediate first-aid assistance
- Continuous security vigilance ensured by both men and women security guards, operating round-the-clock
- Access to professional counselling services provided by a dedicated Counsellor to address students' emotional and psychological well-being.

Realising the importance of creating awareness of women's empowerment & fostering a sense of gender equality in young minds right from an early stage of their adulthood, the college has institutionalized following forums /cells dedicated to fostering an inclusive and supportive environment.

1. The active Women's Development Cell is committed to championing the welfare of girl students, facilitating the resolution of their grievances, and hosting regular dialogues on issues pertinent to women.

2. The Girl's Common Room Committee has installed a Sanitary Napkin Vending Machine facility in the Girl's common room area, conveniently accessible to students and also stocked within the medical facility of the College.
3. The Gender Sensitisation Committee spearheads various initiatives, including
  - organising film screenings, discussions, and interactive sessions addressing critical topics such as domestic violence and prevention of sexual harassment in the workplace
  - organising workshops to enhance the understanding of students of their legal rights
  - hosting talks focusing on gender sensitization, combating discrimination, promoting attitudinal shifts, and raising awareness about female foeticide
  - arranging workshops on self-defence as part of a proactive approach to empower students, promote women's empowerment, enhance safety awareness, and address challenges, often in collaboration with esteemed experts in the field.
4. The institution has also conducted a gender audit in the academic year 2022-2023.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

#### The Institution has facilities and initiatives for

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

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### **7.1.4**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

DCAC promotes inclusivity, cultivating an environment where individuals from diverse cultural, regional, linguistic, communal, and socioeconomic backgrounds converge to engage in the noble pursuit of education. Within its nurturing embrace, students and faculty members feel empowered to express themselves freely and participate actively in the vibrant teaching and learning environment of the College.

- The College Library provided easy accessibility, offering required facilities and specialized services suitable to the needs of visually impaired members of the academic community through Braille study material, Evo 11 Diazy device and a Lex portable camera system. Through dedicated resources and trained personnel, it ensures that the wealth of knowledge remains within the reach of all.
- Embedded within the institutional framework, the Equal Opportunity Cell stands as a beacon of fairness and justice, working for the cause of Divyang stakeholders of the college.
- In solidarity with marginalised communities, the SC/ST and OBC Cells stand as pillars of support, safeguarding the welfare and well-being of students belonging to Scheduled Castes,

Scheduled Tribes, and Other Backward Classes.

- Recognising the unique challenges faced by students from the Northeastern region, the Northeast Students' Cell serves as a medium for dialogue and resolution. By providing a platform for voicing grievances and amplifying concerns, it endeavours to foster a sense of belonging and solidarity amongst these students within the campus.
- Embracing the legacies of social reformers Jyotiba Phule and Dr. B. R. Ambedkar, the Ambedkar-Phule Study Circle organises thought-provoking talks and discussions on the principles of inclusivity and social justice. Through intellectual engagement and critical inquiry, it seeks to cultivate a culture of empathy and understanding, nurturing a community where diversity is celebrated and embraced.
- In alignment with national and university-level initiatives, DCAC remains steadfast in its commitment to promoting inclusivity, equity, and accessibility. Adhering to prescribed reservation policies for student admissions and staff appointments, the College ensures that opportunities for education and employment are extended to all, irrespective of background or circumstance.
- Acknowledging the linguistic diversity that enriches its academic landscape, the College conducts its teaching and learning processes in a bilingual manner, accommodating students from various linguistic backgrounds.

Furthermore, DCAC extends support to deserving students through fellowships and scholarships, mitigating financial constraints and enabling them to pursue their academic aspirations. Through these initiatives, the College seeks to empower individuals to become agents of change and advocates for a more inclusive and equitable society.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### 1. Title of the Practice Tanzeal

**The objective of the Practice:** The objective was to actualise the NSS motto of 'Not me but You' and help in community development.

**The Context:** The children who come from families in the neighbouring slums have no opportunity for institutionalised learning with limited resources to purchase books. To cater to the needs of such children, the NSS unit of the college enrolled around one hundred volunteers, who undertook several activities to actualise the motto of NSS.

**The Practice Under project Tanzeal:** NSS volunteers taught 120 students from the neighbouring slums on the campus on weekdays. A holistic teaching module was prepared to take care of the mental and physical needs of students. Through a help desk, old books were collected as per the needs of students. All the important national days and festivals like Independence Day, Rakhi, Holi and Diwali were celebrated with them. Students were also taken for picnics to places like the Bal Bhavan, the Red Forts and parks in adjoining areas.

**Evidence of Success:** The book donation drive provided resources to the underprivileged children and the efforts of the volunteers witnessed increasing enthusiasm among the children towards education. The value of inclusion was promoted. The success was evident in the high participation rate (120 students).

**Problems Encountered and Resources Required:** Motivation remained a key hurdle in actualizing the full potential of the project. The lack of enthusiasm among some volunteers kept the scope of the project limited. Moreover, the challenge was to sustain the motivation of the underprivileged children over a long period of time.

## 2. Title of the Practice Project Adhikaar

**The objective of the Practice:** Project Adhikaar took on the task of empowering women through e-rickshaw training.

**The Context:** The families in the nearby villages were facing financial problems due to which they were not able to fulfil the basic needs of their children. These problems led to the dropping out of children from schools.

**The Practice:** Team Enactus, DCAC started project Adhikaar where the members provided e-rickshaw training to women. The objective was economic empowerment of the women along with skill development. This empowerment will also trickle down to their children who will not have to drop out of school due to lack of resources. The women were trained for four weeks and were taught the basics of traffic rules, financial stability and self-defence.

**Evidence of Success:** Team Enactus, DCAC empowered 52 women through skill-based training in using e-rickshaws. After procuring an e-rickshaw through micro-credit, women could earn up to ₹ 20,000 per month after getting skilled through this project. The success of this project was covered by The Quint Bloomberg.

**Problems Encountered and Resources Required:** The problem of addressing gender stereotypes remained the major hurdle in this project. The micro-credit facility should be provided to more families to procure e-rickshaws.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

#### **Institutional Distinctiveness**

DCAC is dedicated to fostering the holistic development and education of its students. This approach aims to cultivate individuals who are not only socially and politically aware but also responsible citizens on both national and global scales. The institution addresses this through the following measures:

1. **Inclusive Co-curricular Programmes:** Through an array of co-curricular activities and programmes, DCAC endeavours to instil human values and promote respect for diversity among its student body. These initiatives celebrate socio-cultural diversities and encourage students to embrace differences while fostering a sense of unity within the community.
2. **Environmental Awareness and Sensitization:** DCAC places a special emphasis on nurturing environmental consciousness among its students. The college has taken various initiatives to make the campus eco-friendly. The college recycles waste paper in an attempt to reduce its carbon footprint and produces 500 sheets of recycled paper. Prakriti, the environment society of the college, carries out nature walks to sensitize students about environmental concerns. Green Railings, an initiative of Prakriti, recycles PET bottles from the waste generated in the college canteen for decorative purposes. They also produced mini plant pots that could be hung on the college railings to augment the college green cover. The college has a herbal garden where samples of our country's flora are planted in an attempt to make students aware of our country's rich herbal diversity. Alongside this, the college sensitizes students to issues such as gender equity, disability rights, and other forms of discrimination. Through workshops, seminars, and awareness campaigns, students are equipped with the knowledge and skills to address these pressing societal concerns.
3. **Creative Expression and Inner Growth:** Holistic development, as envisioned by DCAC, involves striking a balance between outward engagement and inner exploration. The college provides various avenues for creative and artistic self-expression, including music, dance, theatre, crafts, and photography. These outlets enable students to explore and develop their talents while fostering personal growth and self-awareness.
4. **Academic Excellence and Pioneering Initiatives:** DCAC has a history of academic excellence and innovation. It was the first college in Delhi University to introduce a three-year Honors Programme in Journalism in July-August 1989. This pioneering initiative reflects the college's commitment to staying at the forefront of educational advancements and providing students with unique learning opportunities.
5. **Commitment to Continuous Improvement:** Recognizing the need to keep pace with evolving teaching-learning processes, DCAC continues to introduce innovative practices and technologies to enhance the educational experience for all stakeholders. This includes the use of the latest technological tools to facilitate interactive and diverse learning experiences, as well as investments in infrastructure and library resources to support academic pursuits.

**6. Student Success and Recognition:** DCAC takes pride in the achievements of its students across various fields, including selection in the country’s administrative services, pursuit of higher education, and successful placements in companies. These successes are a testament to the quality of education and supportive environment provided by the college.

**7. Culture of Social Inclusion and Outreach:** At the core of DCAC's ethos lies a culture of social inclusion, reflected in its extensive outreach programs. Its most notable social-outreach programme is 'Project TanZeal' initiated by the NSS unit, where volunteers provide free tuition to underprivileged children from nearby areas. This initiative has seen a significant rise in both volunteers and participants over the years, highlighting its impact in fostering social cohesion and equity within the community. Similarly, Enactus DCAC is a chapter of an international organization called Enactus, that connects students, academia and social entrepreneurs through businesses based on social welfare. It is a not-for-profit, student body organization that works on the motto of ‘we all win’. It currently operates in more than 36 countries. Guided by academic advisors and business experts, the student leaders of Enactus create and implement community empowerment projects around the globe. Enactus DCAC has achieved 14 out of the 17 UNSDGs through its projects.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

At DCAC, we understand the role of faculty in enriching the daily lives of students and their lifelong educational and career aspirations. Faculty expertise brings a wealth of knowledge and experience to the classroom. At DCAC, faculty members are thus encouraged to regularly update their knowledge through active involvement in research and Faculty Development Programmes, participation in national and international seminars, enhancement of qualifications, exposure to recent developments, writing of books and papers, undertaking projects, and collaborating with fellow researchers.

Apart from playing a significant role in college governance by participating in committee work, faculty at DCAC also participate in activities related to curriculum development, assessment, and evaluation at the University level. Some of the important positions of our faculty members include:

- Member, Department Research Committee, Faculty of Social Sciences, University of Delhi (DU);
- Joint Dean, Cultural Council, DU;
- Member, Centralized ECA Admission Committee, DU;
- Member, LOCF Committee, NEP Committee, DU;
- Member of Committee of Courses at various departments of DU;
- Coordinator of the Centenary Celebration Committee, DU;
- Member, Area Advisory Board for Amity Institute of English Studies and Research, Amity University;
- Member, Academic Council, Ansal University, Gurugram, etc.

Not only do faculty members at DCAC provide regular inputs during curriculum revision meetings in DU, but they also actively contribute towards the designing and development of courses under the Government's MOOCs initiative as well as other universities such as IGNOU, Amity, and Ansal University. Faculty at DCAC also engages in supervising research scholars pursuing their PhD degrees.

While all faculty members participate in the evaluation process, many also serve as convenors or members of the Board of Examiners for paper-setting at DU, as well as at other Universities. Some of our faculty members serve as experts on the panel for the Central Teacher Eligibility Test and the Staff Selection Commission exam of the Government of India.

As part of the institutional social responsibility, faculty members and students at DCAC undertake various activities aimed at generating social awareness, inculcating environmentally responsible behaviour among members of the society, and nurturing them with moral, ethical, and social values.

### Concluding Remarks :

Delhi College of Arts & Commerce is an undergraduate constituent college of the University of Delhi, focusing on the Learning Outcome-based Curriculum Framework (LOCF) and UGCF syllabi. At DCAC, the academic process is meticulously planned, with timetables for regular and remedial classes planned for each semester. ICT is integrated with traditional pedagogy to enhance students' learning experiences and provide conceptual clarity.

Faculty members regularly update their disciplinary knowledge through participation in FDPs and Refresher Courses. They are actively involved in various decision-making bodies of the university, such as departmental



research committees, committees of courses, paper-setting boards and staff council committees. The college faculty is dedicated to delivering keynote lectures, presenting well-researched papers at conferences, and actively engaging in writing, editing, and publishing academic content.

The college has been recognized with awards and honours for its impactful extension activities, which persisted seamlessly through online mode even during the pandemic.

The college strives to provide a holistic and inclusive learning environment where every student feels inspired, welcomed, and cared for. Through the EOC, the college provides basic barrier-free equipment, advanced online resources, special scholarship schemes, sensitisation workshops, and mobility orientation campaigns for Divyang stakeholders. Through the EOC, and WDC, North East Cell, Ambedkar-Phule Study Circle, Gandhi Tagore Study Circle, the college fosters inclusivity and ethical values. Experiential learning is facilitated through field trips, project work, internships, and offering add-on certificate programs in foreign languages and emerging fields like digital marketing to equip graduates with additional skills for better job opportunities. Every department organises conferences, seminars, webinars, workshops, and inter-college competitions to develop critical and value-added thinking among students. Bilingual teaching is offered to accommodate students who may require additional support in grasping concepts.

DCAC has an optimum student-teacher ratio, with many faculty members being PhD holders with extensive research and teaching experience. The college has an exceptional average pass percentage. The college values student's feedback and strives to incorporate the same in the day-to-day teaching-learning process. Therefore, the college aims to offer a comprehensive and holistic education that nurtures students to develop a well-rounded personality, encompassing physical and mental health and an inquisitive mind.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p><b>1.3.2.1. Number of students undertaking project work/field work / internships</b>            Answer before DVV Verification : 2407            Answer after DVV Verification: 54</p> <p>Remark : As per clarification received from HEI, and data for the latest academic year to be considered, thus DVV input is recommended.</p>																																								
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website            Answer After DVV Verification: C. Feedback collected and analysed            Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>786</td> <td>698</td> <td>1114</td> <td>770</td> <td>797</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>728</td> <td>691</td> <td>818</td> <td>641</td> <td>581</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>786</td> <td>728</td> <td>1114</td> <td>770</td> <td>797</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>728</td> <td>728</td> <td>818</td> <td>641</td> <td>581</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	786	698	1114	770	797	2022-23	2021-22	2020-21	2019-20	2018-19	728	691	818	641	581	2022-23	2021-22	2020-21	2019-20	2018-19	786	728	1114	770	797	2022-23	2021-22	2020-21	2019-20	2018-19	728	728	818	641	581
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Remark : As per clarification received from HEI, and number of the students admitted should not be more than the seats sanctioned, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
354	312	314	369	326

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
354	312	314	321	285

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
363	363	408	321	285

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
363	363	408	321	285

Remark : As per clarification received from HEI, and number of the students admitted should not be more than the seats earmarked, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
126	88	84	83	79

Answer After DVV Verification :

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

70	44	43	41	44
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Remark : As per clarification received from HEI, thus DVV input is recommended.

2.6.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
934	650	722	547	526

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
934	656	722	547	526

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1016	675	751	640	610

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1016	675	751	640	610

Remark : As per clarification received from HEI, thus DVV input is recommended.

3.1.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.95	1.247266	8.6	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.95	12.47	8.6	00	00

Remark : As per clarification received from HEI, and research grants to be considered, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :25

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
196.74817	39.89291	0.89018	4.78120	4.73335

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
132.72	27.12	0.0	0.0	0.0

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
276.42	104.41	56.08	58.35	71.07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
76.97	71.75	55.82	79.45	111.89

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
166	35	151	33	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
166	35	151	33	32

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	34	38	40	41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57	57	57	57	57

Remark : As per clarification received from HEI, thus DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 132            Answer after DVV Verification : 105</p>																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>132</td> <td>95</td> <td>91</td> <td>91</td> <td>87</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>86</td> <td>87</td> <td>81</td> <td>84</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	132	95	91	91	87	2022-23	2021-22	2020-21	2019-20	2018-19	105	86	87	81	84
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