



# **SELF STUDY REPORT**

**FOR**

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

**ZAKIR HUSAIN DELHI COLLEGE**

JAWAHAR LAL NEHRU MARG

110002

[www.zakirhusaindelhicollege.ac.in](http://www.zakirhusaindelhicollege.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### A Legacy of 300 Years

Zakir Husain Delhi College having a legacy of over 300 years started its journey as *Madrasa Ghaziuddin* during the closing years of 17th century which was later established as the *Oriental College for Literature, Science and Art* in 1792 and thereafter renamed as *Delhi College* in 1825.

Apart from preserving traditional systems of knowledge, the college answered to the needs of the city by providing a distinctly diverse cultural ambience that cherished composite culture and a spirit of accommodation. By the early twentieth century it became the centre of vibrant scientific and literary intellectual activities popularly known as the 'Delhi Renaissance.' In 1842, the college shifted to Dara Shikoh's library near Kashmiri Gate.

During the National Movement of 1857, the College was plundered and closed for several years. Later, the British government transferred Delhi Oriental College to Lahore in 1877. It was reconstituted as the *Anglo-Arabic Intermediate College* in 1924 thereafter affiliated to Delhi University in 1925 and became one of its constituent degree colleges in 1929. The college was attacked and set on fire by mobs following the partition however, library and office records were saved and Delhi College was revived in 1948.

In appreciation of the contribution and nurturing role played by Dr. Zakir Husain, the College was renamed after him in 1975. In 1986, the college campus shifted to its present location, Jawaharlal Nehru Marg. The current location of college outside Turkman Gate geographically and symbolically unites Old Delhi with New Delhi, merging old traditions towards progress and modernity. In 2010 based on the decision of the Zakir Husain Memorial Trust, the College was renamed as Zakir Husain Delhi College.

In its journey of three centuries, what remains unchanged is the institution's commitment to dissemination of knowledge and creation of scientific temper, together with promoting secular and progressive values. The college achieved Grade 'A' from National Assessment and Accreditation Council (NAAC) in the year 2016 in its very first cycle of assessment. In addition, the College was awarded the status of DBT-Star college which is a testimony for its unwavering commitment towards imparting scientific knowledge.

### Vision

Zakir Husain Delhi College guided by its motto "LIVE BY LOVE", has a vision of being a futuristic institution of highest order and endeavours to achieve by adopting modern educational pedagogical approaches, encouraging innovation and research, creativity and entrepreneurship, empowering and sensitizing students to fulfil their academic aspirations along with their holistic development for being responsible global citizen.

### Mission

Zakir Husain Delhi College aims to provide a learning environment where faculty, staff and students learn to

preserve and transmit the knowledge, wisdom and values that will help ensure the progress of future generations. To fulfil this mission, the college observes following practices:

1. Promoting a culture of academic excellence in our students by strengthening the core values of integrity and transparency, empowering them to achieve their academic and career goals.
2. Holistic development of students through skill development, extracurricular & cocurricular engagements, interdisciplinary learning along with knowledge sharing and collaborative team work to be future leaders and innovators.
3. Provide opportunities for character building by open debates & discussions on gender equity, women empowerment etc. through seminars, symposia, and workshops.
4. Exposure to the dynamically changing world through progressive technological innovations, digital methodologies, e-learning trends, improved learning management systems, data processing etc. to create a more engaging and effective learning.
5. Inculcate culture for creative and critical thinking and provide environment for excellence in research and versatile scientific temperament.

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

### **Institutional Strength**

#### **Diversity and composite culture**

College takes pride in its diverse workforce, student community and a composite culture. The strengths and interests of this heterogeneous community are used to promote accommodative ethos in the institution.

#### **Qualified and Competent faculty**

The College stands for academic excellence and research, driven by the accomplishments of its highly qualified faculty publishing widely in national and international indexed journals along with books and book chapters published by reputed national and international publishers. Various research projects have also been undertaken by faculty members of our college.

#### **Focus on Indian Knowledge System**

The College integrates the Indian Knowledge System by incorporating traditional philosophies, texts, and practices into its academic programmes. It emphasizes a holistic understanding of India's cultural and intellectual heritage, blending classical knowledge with modern scholarship to foster a deeper appreciation of the country's rich traditions.

#### **Vibrant Literary Culture**

The academic and cultural life of the college is enriched by a diversity of languages offered by the college. College takes pride in offering seven language courses at the honours level such as Persian, Arabic, Urdu, Sanskrit, Bengali, Hindi, and English. The presence of such wide range of languages has contributed towards building a vibrant literary culture.

#### **Sustainable Development and Eco-friendly campus:**

The institution's commitment to sustainability extends to various forms of waste management, including solid, liquid, e-waste, hazardous chemicals and radioactive waste management, vermicomposting and use of solar power. Our green initiatives have won accolades at the university level consistently every year.

### **Gender balance and Equity:**

College endeavours to promote gender equity and positive social transformation. College provides for ramps and lifts for differently abled students, along with Brail system in library. In addition, there is a North East Students Counselling Cell to address the unique challenges and concerns faced by these students and fostering a sense of belonging and community among North Eastern students.

### **Research and Innovation:**

The College consistently strive to develop new ideas and implement new processes in teaching-learning activity to enable higher productivity. In spite of scarce resources, the college fraternity are continuously engaged in research and innovation keeping pace with changing times.

### **Institutional Weakness**

#### **Unavailability of Hostel Facility:**

The unavailability of hostel facilities at the College is a significant weakness, particularly for outstation students. Without on-campus housing, students face challenges in finding affordable and safe accommodation, which can disrupt their academic focus and increase financial burdens. This limitation also makes the college less attractive to prospective students from outside Delhi, potentially reducing the diversity and talent pool. Providing hostel facilities would enhance accessibility and student satisfaction.

#### **Absence of Staff Quarters:**

The absence of staff quarters at the College is a significant weakness, particularly for faculty and staff who commute from distant locations which can impact their work-life balance and productivity. This lack of accommodation options may also hinder the recruitment and retention of talented faculty. Providing staff quarters would improve job satisfaction, foster a stronger community, and enhance overall institutional efficiency.

#### **Enhancing of research rigour:**

Inadequate availability of research funding for college teachers in the University limits the research rigour and restricts collaborative projects between teachers and students. This financial limitation hampers the development of innovative, interdisciplinary projects that could enhance learning and research.

### **Institutional Opportunity**

#### **New Building**

The upcoming academic block expected to be operational soon will include ample space for academics,

research and extra-curricular activities. It will house separate departmental rooms, spacious laboratories, research labs, and dedicated tissue culture rooms with advanced technology; State-of-the-art seminar halls; Student Plaza; Indoor game arena for activities such as yoga, chess, table tennis, and carom; Gymnasium; Student common rooms; Canteen area and a terrace garden to enhance the campus's green cover.

### **Multi-media library**

Multi-media library equipped with a vast collection of electronic materials for e-learning along with automated system and disabled friendly facilities offers dedicated study areas for teachers and students. Archives section of the library contain original writings by teachers and alumni of the College in Urdu, Persian and English and textbooks in mathematics, history, geography, literature etc related to the College history and significant developments in higher education in Delhi and North India from 1823 onwards.

### **Initiating more collaborative projects**

Initiating more collaborative projects with industry and other institutions of eminence will provide opportunities to faculty and students for pursuing in-depth studies and meaningful research. Adequate funding opportunities will increase creative exploration leading to academic and professional growth fostering a vibrant academic community that thrives on collaboration and shared knowledge.

### **Locational Advantage**

Located at the cusp of Old and New Delhi, the College occupies a unique position because of its demographics and diversity. Its proximity to the Walled City and Central Delhi gives the College locational advantage being connected by local train service, metro and buses. Therefore, we get students, from different communities and different areas of Delhi and the adjoining NCR. This gives the college a distinctly diverse cultural ambience that cherishes composite culture and a spirit of mutual accommodation.

### **Inclusiveness**

ZHDC stands committed to uphold inclusive values and ethics. Through its inclusive policies and cultural initiatives, College continues to shape generations of students who are not only academically proficient but also socially conscious, responsible and actively engaged in shaping a better society.

### **Institutional Challenge**

#### **Perception:**

There is a stereo-typical perception about the College among the students due to the fact that College is not an on-campus college and we are situated away from the buzzing North and South campuses of the university. Another aspect is the perception about a non-existent majority-minority divide. In order to resolve these unfavourable perceptions, the 300 years old legacy of the college and its progressive outlook are to be highlighted across all social media handles for the Gen-Z students to enhance their academic journey, fostering a sense of attachment with the institution.

**Infrastructure:**

To be able to offer multiple choice of papers to students in the NEP is a challenge due to limited availability of rooms. With the passage of time and deteriorating infrastructural facilities, the College fraternity is eagerly awaiting the inauguration of the multi-storied new academic block. Addressing infrastructural challenges is crucial to enhance the quality of education and student experience at the institution.

**Financial:**

The college struggles with maintaining its facilities due to budget constraints, leading to a significant challenge in the campus upkeep. Additionally, the resources are also shared by the evening College leading to resource crunch in maintenance of the infrastructural facilities. Given the lack of opportunities for mobilisation of funds from private sources, addressing aforesaid financial challenges is essential to enhance the college's academic environment and student experience.

**Alumni connect and network**

The College faces challenges in fostering a strong alumni network. Limited resources and fundraising initiatives are significant bottlenecks which impacts alumni connect and opportunities for current students in terms of internships, placements, and career guidance. Strengthening alumni relations is crucial for enhancing the college's community and support systems.

**Diversifying the Institutional Capacity**

Diversifying the institutional capacity as per the intake of the students is a challenge given the infrastructural and financial limitations. College caters to a large number of students who hail from the marginalized sections of society, many of whom are first generation learners. The College encounters constraints in meeting their day-to-day educational and growing academic needs.

**1.3 CRITERIA WISE SUMMARY****Curricular Aspects**

- Renowned for its rich history, prestigious legacy, Zakir Husain Delhi College (ZHDC) is distinguished by its long history, evolving academic offerings across diverse disciplines, and significant contributions to intellectual and cultural life in India.
- Over the years, our college has developed a robust system to align its curriculum with University of Delhi standards, starting with a thorough assessment of staffing needs and strategic faculty allocation.
- Emphasizing active learning and critical thinking, the college tailors teaching methods to diverse student backgrounds and provides detailed teaching plans.
- Personalized education is supported through mentorship programs and small tutorial groups, with advanced students encouraged to pursue research.
- Modern infrastructure, including ICT-equipped classrooms and a library, which offers a wide range of texts, rare manuscripts, and research journals, with updated collections, supports effective learning, complemented by ongoing infrastructure improvements like a new building.
- ZHDC manages academic supervision and internal assessments through dedicated committees and an efficient IA portal. The integration of ICT and a partnership with Microsoft during the 2019-2020

pandemic ensured educational continuity.

- Faculty development is prioritized through conferences and workshops, reflecting the college's commitment to high-quality, adaptive education.
- Additionally, the college offers 21 add-on, certificate, value-added, and skill-based courses through different college societies, departments, faculty members, government institutions and experts to enhance the professional skills of the students.
- ZHDC integrates crosscutting issues such as environmental sustainability, professional ethics, and gender studies into its curriculum through diverse courses and numerous co-curricular activities, offering wide-ranging opportunities for field trips and internships, across its 19 departments, reflecting a commitment to holistic student development and societal impact.
- At ZHDC, students are provided with opportunities to grow and thrive both during their time at the institution and beyond. This is evident in the positive feedback received from current students and alumni alike. Furthermore, institution also boasts an outstanding employers and faculty feedback report, underscoring the conducive and fulfilling work environment it offers.

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

- The College strives to make teaching learning process student -centric through various pedagogic methods and engages in constant follow-up process.
- Students enrolled in the college come from diverse backgrounds from all over India and abroad. The student and full-time teacher ratio is 22:1 and enrolment percentage of the students in the college is 95.21%. The average percentage of sanctioned seats filled against the reserved category is 85.94%.
- College has been foremost in adopting various ICT tools like Wi-Fi, OPAC, Google Meet, MS Teams, SAMARTH, and has dedicated multimedia rooms. Classrooms are ICT enabled and the library is fully digitalized with facilities for differently abled students such as Brail system.
- International and national conferences, webinars, and workshops are organized to acquaint students with the latest research trends. There are add-on certificate courses to hone the technical skills of students that are oriented towards job market.
- There are nineteen departments in the College and students are made aware of the course structure, learning outcomes, course outcomes and internal/external assessment process during the orientation programme which are also displayed on the college website which are in accordance with the curriculum of University of Delhi.
- The College adheres to DU guidelines and framework regarding evaluation and examination. Students are continuously evaluated through class tests, assignments, quizzes, presentations, projects, field reports, group discussion, viva and mock exams along with a final exam at the end of each semester for both theory and practical.
- All internal evaluation grievances are dealt with efficiently in time bound manner. The college has a Grievance Redressal Committee and a link on website to solve student's grievances. There is constant supervision for proper implementation of curriculum by Academic Supervisory Committee along with Teacher-in-Charges at the departmental level.

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

- The College stands as a beacon of academic and extra-curricular excellence, driven by the accomplishments of both its faculty and students. Faculty members have been awarded with International and National awards and honours, further elevating the institution's stature. College

holds a distinguished place for the accolades and awards that its students bring in regularly. In the last five years, the students of our college have represented the institution across the country in competitive events and festivals organised by Central Universities, autonomous institutions such as IITs, and private colleges.

- In the last five years, the college received 17 projects from various funding agencies. Faculty members of the college have published a total of 501 research papers in national and international indexed journals. In addition, more than 330 book chapters were authored in books published by reputed national and international publishers.
- The College has signed the MOUs with Internshala; Busan University of Foreign Studies, Republic of Korea in 2023 and Gandhi Smriti and Darshan Samiti (2022). In collaboration with Saksham Inderprashtha, the college has been working towards achieving a fully divyang-jan friendly campus since 2022.
- College has been actively organising various seminars and workshops as part of the focus on fostering an engaging environment of growth in the areas of Indian Knowledge System (IKS), Intellectual Property Rights (IPR), Entrepreneurship and Research Methodology. These programmes have focused on collaborations to strengthen networks and multi-dimensional growth.
- The College is deeply committed to the holistic development of students through their engagement in extension activities aimed at instilling the principles of community-driven and socially responsible citizenship. The NSS Unit is the cornerstone of community service, engaging students in a diverse range of impactful projects. Aranya – Nature and Environment Society is devoted to environmental conservation and sustainability. Gandhi Study Circle of the College fortifies social and ethical welfare by promoting Gandhian values through impactful initiatives. The Internal Complaints Committee (ICC) of the college regularly organizes POSH training programme and screen documentaries to raise awareness about sexual harassment among students. The Girls' Association champions the cause of a gender-sensitive community and holistic development of female students.

### **Infrastructure and Learning Resources**

- The Zakir Husain Delhi College campus, spanning close to 6.5 acres, is well-equipped to support a robust academic environment. The campus features a variety of facilities, including an academic block, a science block, playgrounds, and several gardens. Recently, a new multi-story building has been added to the campus, further enhancing its infrastructure.
- The college offers extensive infrastructural and technological resources to facilitate teaching, learning, and research. This includes ICT-equipped classrooms, laboratories, a fully automated library with LSEase software, a museum, and comprehensive computing resources.
- Dedicated spaces for academic activities include a well-equipped audio-visual room, a seminar room, and an auditorium with a seating capacity of 450. The campus is accessible to individuals with disabilities and is fully Wi-Fi enabled.
- For sports and recreational activities, the college provides facilities for both indoor and outdoor sports, including a well-maintained playground for cricket and football, and designated areas for indoor games such as carom, chess, table tennis and judo.
- Additionally, the college has a separate art and culture room, with classical and modern instruments, and regularly holds cultural events in its auditorium and foyer.
- The college library is a hub of academic activity, featuring a multimedia laboratory, a teachers' study area, and 24/7 access to WebOPAC.
- In line with the New Education Policy, the college has enhanced its IT infrastructure with seven digital laboratories, ensuring that all classrooms, seminar rooms, and the auditorium are equipped with



PowerPoint projectors. The entire campus is connected through Ethernet cables and Wi-Fi, with laptops, desktops, printers, and scanners provided to students, staff, and faculty.

- To manage and maintain its extensive physical, academic, and sports facilities, the college has established several specialized committees which include the Purchase Committee, Maintenance Committee, IT Committee, Library Committee, and Garden Committee, each tasked with overseeing specific aspects of campus development and upkeep. The College administration supervises sanitary and security operations, ensuring a clean and secure environment. Additionally, these committees ensure regular maintenance of infrastructure and equipment, supported by routine checks by laboratory staff and the implementation of various AMC agreements.

## **Student Support and Progression**

- The institution prioritizes socially inclusive policies for students support and progression. It emphasizes on financial inclusion, skill-building, career guidance and grievance redressal by way of student friendly schemes. These initiatives enhance students' experiences and equip them for future academic and professional endeavours.
- From 2019-20 to 2023-24, a considerable number of financially needy students got benefited through scholarships and free ships annually by government, non-government, and institutional scholarships, demonstrating a sign of commitment to help students.
- The institution offers diverse capacity-building programs focusing on soft skills, communication, life skills, and ICT proficiency. These initiatives prepare students for professional challenges and adaptability in various settings.
- In the last five years, a significant percentage of students received career counselling and guidance for preparation of competitive exams. By offering this assistance, the institution demonstrates its commitment to supporting students beyond their academic journey.
- The college has implemented robust redressal systems, including statutory guidelines, anti-harassment campaigns, and accessible complaint mechanisms. Dedicated committees address issues promptly, fostering a safe and positive campus environment. This includes the implementation of guidelines from statutory and regulatory bodies, College-wide awareness campaigns on zero tolerance for harassment, and the establishment of both online and offline mechanisms for grievance submission. These efforts reflect the institution's proactive approach to addressing student concerns and maintaining a positive campus environment.
- In the past five years, a significant number of our graduating students have advanced for higher education or engaged in gainful employment. This success rate underscores our institution's effective focus on career development and academic progression.
- Students have been actively engaged in sports and cultural activities. Participation in these activities has seen a significant increase, with 409 students involved in 2023-24 alone. These achievements highlight the institution's encouragement of extracurricular involvement and its success in fostering a competitive and vibrant student community.
- By maintaining strong alumni connections, the institution fosters a vibrant learning community. It has a dedicated Portal to nurture lifelong ties with its alumni which reflects the institution's endeavour to strengthen the alumni network for institutional growth.

## **Governance, Leadership and Management**

- Zakir Husain Delhi College, guided by its motto "Live by Love", has a vision of being a futuristic

institution of the highest order. It endeavours to achieve this by adopting modern educational pedagogical approaches, encouraging innovation and research, creativity and entrepreneurship, empowering and sensitising students to fulfil their academic aspirations along with their holistic development for being responsible global citizens.

- The College follows the tenets enshrined in NEP and provide a learning environment where faculty, staff and students learn to preserve and transmit the knowledge, wisdom and values that will help ensure the progress of future generations.
- College practices decentralization and participative management practices. The governing body meets on a regular basis and provides ample advice for academic development and support for improving overall infrastructural facilities. The Principal steers the college along with the faculty members and the administrative staff towards attaining higher standards.
- Teaching and non-teaching staff avail various welfare facilities as per university rules. The Staff Association and the Karamchari Union takes care of the welfare of teaching and non-teaching staff respectively through financial assistance, social gatherings, and other welfare measures.
- The College follows performance appraisal system for teaching staff based on UGC-Career Advancement Scheme (CAS) guidelines. The faculty fill in the Annual Performance Appraisal Report (APAR) every year and those due for promotion submit the Performance Based Appraisal Scheme (PBAS) proforma for the assessment period.
- The College conducts internal audits annually to ensure efficiency and effectiveness in its financial dealings. The college hires a Statutory Auditor (Chartered Accountant) from a panel of three auditors submitted to the College Governing Body. External audits are conducted by the Comptroller and Auditor General of India (CAG) at their discretion.
- The IQAC of the college works in tandem with the departments, and various committees of the college. Working closely with the faculty and the administration, the IQAC also focusses on maintaining and encouraging quality education and research in the college.

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

- Zakir Husain Delhi College exemplifies a commitment to diversity, academic excellence, and social responsibility. Through its inclusive policies and cultural initiatives, the College continues to shape generations of students who are not only academically proficient but also socially conscious, responsible and actively engaged in shaping a better society.
- College is dedicated to fostering awareness of constitutional obligations, duties, and responsibilities among its students and staff through various initiatives. Annual democratic student union elections cultivate a sense of responsibility. Adhering to a strict code of conduct and redressal of grievances, the college has established multiple committees, including Grievance Redressal, Anti-Smoking, Gender Sensitizing, Internal Complaint, and Anti-Ragging Committees.
- The College, with its diverse student body, bridges educational disparities and fosters societal transformation through gender equity and inclusivity. It offers specialized courses on gender studies across various departments along with co-curricular activities, multicultural events, and sensitization workshops organized by the Girls' Association, Gender Sensitizing Committee, and Internal Complaints Committee.
- The campus is equipped with CCTV, a well-appointed Girls Common Room, and a Medical and Counseling room. Our inclusive campus features an Equal Opportunity Cell and disabled-friendly infrastructure, including ramps, tactile paths, and accessible facilities.
- The institution's commitment to sustainability extends to various forms of waste management, including solid, liquid, e-waste, hazardous chemicals and radioactive waste management, vermicomposting and

use of solar power. Our green initiatives have won accolades at the university level consistently every year. ZHDC ensures environmental stewardship by regularly educating students and staff about the importance of responsible waste disposal and resource conservation.

- The fully automated College Library is one of the oldest in University of Delhi. It supports academic and research goals with its 90,000-document collection in a fully air-conditioned space. Key features include WebOPAC services, disabled friendly facilities, year-round open hours, a large Book Bank providing free textbooks, and a comprehensive archive of historical documents.
- Zakir Husain Delhi College stands committed to nurturing a community that upholds constitutional values, ethical conduct, and civic responsibilities through different cells and committees which hold various programmes to empower students and staff with knowledge about their rights and duties towards the nation.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ZAKIR HUSAIN DELHI COLLEGE
Address	Jawahar Lal Nehru Marg
City	Delhi
State	Delhi
Pin	110002
Website	<a href="http://www.zakirhusaindelhicollege.ac.in">www.zakirhusaindelhicollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Narendera Singh	011-23232218	9810829398	011-23232219	iqac@zh.du.ac.in
Professor	P.K. Shishodia	011-9818257720	9818257720	011-23232219	pkshishodia@zh.du.ac.in

Status of the Institution	
Institution Status	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	01-01-1924	<a href="#">View Document</a>
12B of UGC	01-01-1924	<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?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Jawahar Lal Nehru Marg	Urban	6.49	25591.81

## 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	Ten plus two	English	115	115
UG	BCom,Commerce,Hons	48	Ten plus two	English	211	199
UG	BA,Arabic,Hons.	48	Ten plus two	English	29	17
UG	BA,Bengali,Hons	48	Ten plus two	Bengali	29	10
UG	BA,Economics,Hons.	48	Ten plus two	English	49	44
UG	BA,English,Hons.	48	Ten plus two	English	58	53
UG	BA,Hindi,Hons.	48	Ten plus two	Hindi	49	42
UG	BA,History,Hons.	48	Ten plus two	English	49	46
UG	BA,Persian,Hons.	48	Ten plus two	English	29	17
UG	BA,Philosophy,Hons.	48	Ten plus two	English	39	37
UG	BA,Political Science,Hons	48	Ten plus two	English	135	128
UG	BA,Psychology,Hons.	48	Ten plus two	English	58	57
UG	BA,Sanskrit,Hons.	48	Ten plus two	Sanskrit	29	17
UG	BA,Urdu,Hons.	48	Ten plus two	Urdu	49	24
UG	BSc,Botany,Hons.	48	Ten plus two	English	42	40
UG	BSc,Chemist	48	Ten plus two	English	86	66

	ry,Hons.					
UG	BSc,Electronics,Hons.	48	Ten plus two	English	39	31
UG	BSc,Mathematics,Hons.	48	Ten plus two	English	96	94
UG	BSc,Zoology,Hons	48	Ten plus two	English	49	49
UG	BSc,Sciences,Physical Sciences	48	Ten plus two	English	86	69
UG	BSc,Sciences,Life Sciences	48	Ten plus two	English	86	86
UG	BA,Arts,Prog.	48	Ten plus two	English	385	481
PG	MCom,Commerce,	24	Graduation	English	20	9
PG	MA,Arabic,Arabic	24	Graduation	English	39	13
PG	MA,English,English	24	Graduation	English	10	10
PG	MA,Hindi,Hindi	24	Graduation	Hindi	19	6
PG	MA,History,History	24	Graduation	English	10	10
PG	MA,Persian,Persian	24	Graduation	English	10	1
PG	MA,Philosophy,Philosophy	24	Graduation	English	29	12
PG	MA,Political Science,Political Science	24	Graduation	English	19	13
PG	MA,Psychology,Psychology	24	Graduation	English	29	14
PG	MA,Sanskrit,	24	Graduation	Sanskrit	19	6

	Sanskrit					
PG	MA,Urdu,Urdu	24	Graduation	Urdu	38	6
PG	MSc,Chemistry,Chemistry	24	Graduation	English	10	10
PG	MSc,Mathematics,Mathematics	24	Graduation	English	42	14

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				232			
Recruited	0	0	0	0	0	0	0	0	109	98	0	207
Yet to Recruit	0				0				25			
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				146
Recruited	136	10	0	146
Yet to Recruit				0
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				0
Recruited	0	0	0	0
Yet to Recruit				0
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>
	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.	18	9	0	25	27	0	49	43	0	171
M.Phil.	0	0	0	4	2	0	6	8	0	20
PG	0	0	0	1	0	0	6	9	0	16
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	8	3	0	11
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>
		0	0	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	399	708	0	0	1107
	Female	244	371	0	0	615
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	183	139	151	162
	Female	72	65	78	78
	Others	0	0	0	0
ST	Male	50	40	47	50
	Female	21	15	20	23
	Others	0	0	0	0
OBC	Male	313	258	327	291
	Female	153	144	143	95
	Others	0	0	0	0
General	Male	468	375	360	447
	Female	331	289	403	314
	Others	0	0	0	0
Others	Male	93	97	86	36
	Female	38	27	47	14
	Others	0	0	0	0
<b>Total</b>		<b>1722</b>	<b>1449</b>	<b>1662</b>	<b>1510</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Zakir Husain Delhi College being a constituent college of the University of Delhi adheres to rules, regulations and guidelines as laid by the university and also allows diverse elective papers to our students within departments. The institution has adopted the NEP Curriculum framework 2020 from the academic session 2022-23 onwards. The course structure under Learning Outcome based Curriculum Framework for Undergraduates (LOCF-UG) and National Education Policy - Undergraduate Curriculum Framework (NEP-UGCF) approaches allow the students to choose multidisciplinary courses thus helping in their wholistic development and at the same time opening multiple career</p>
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	<p>avenues. The core courses are the backbone of these learning frameworks whereas discipline specific elective, generic elective and skill enhancement courses add the multi-dimensional excellence. Under this, an interdisciplinary approach for introducing Skill Enhancement and Value-Added courses has been given careful consideration and implemented at the UG level.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The college has adopted the Academic Bank of Credits (ABC) system as envisaged by the NEP 2020 to facilitate the academic mobility of students with the freedom to study across the Higher Education Institutions in the country with an appropriate "credit transfer" mechanism from one programme to another, helping students to attain a Degree/ Diploma/PG diploma, etc. The college has online student portal with complete student academic progress report including internal assessment and attendance records. The online student portal system allows one-piece information that allows access to all the students' records between the college and the University.</p>
<p>3. Skill development:</p>	<p>Under the National Education Policy (NEP) 2020, with the focus on imparting technical and vocational education to students, the University of Delhi has introduced a multi-disciplinary, value-based course curriculum focusing on holistic education with special emphasis on skill development at the Undergraduate level. Skill Enhancement Courses have been introduced under NEP where the students have the option to choose and study at least one course among the many offered during the study of their undergraduate programme. Additionally, College provides for various specialised societies in which students get an opportunity to gain skills based on their interest and preferences such as the Debating Society, Quiz Society, MUN Society, Arts and Culture Society, NCC, NSS etc. to name a few. Departmental Societies in addition to common societies helps students to develop understanding and communication skills, shoulder responsibilities and develop team spirit. Several departmental magazines are also published by the college every year which encourages the students to show their skills in publishing. International and national conferences, webinars and workshops are organized to acquaint students with the latest research trends. Under the Skill Development Learning Centre of the College</p>

	<p>several add on skill-based certificate courses are conducted by the college to hone the technical skills of students that are oriented towards job market.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Zakir Husain Delhi College in its endeavour to remain rooted in India's rich cultural tradition encourages academia to nourish itself with Indian Knowledge System. It offers courses in Indian Languages such as Bengali, Urdu, Sanskrit, Persian and Arabic, and puts emphasis on promoting the spread of integrated indigenous knowledge system and values to the undergraduate students as mandated by the NEP 2020. Focusing on Indian Knowledge System, the curriculum of various courses offers Core Papers such as 'Ancient and Medieval Indian Political Thought', Generic Elective Courses like 'Ethics and Values in Ancient Indian Tradition', and 'Panchkosha- Holistic Development of Personality' as VAC courses.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Zakir Husain Delhi College emphasizes Outcome-Based Education (OBE) by following curricula that align with specific learning outcomes as prescribed by the University of Delhi. Each course has clear objectives aimed at developing relevant skills and knowledge and specifies the outcomes that are to be accomplished by studying the course. Various courses under Generic Elective, Discipline-Specific Elective, Ability Enhancement, Value Added and Skill Enhancement Courses have been introduced under NEP. This kind of approach at the Under-Graduate level strengthens the minds of students and prepares them for both academia and employability. The college employs diverse assessment methods to evaluate students' achievement of these outcomes, ensuring a student-centered learning experience that promotes critical thinking and problem-solving. Continuous evaluation of the students further enhances the OBE framework. Technology integration supports the teaching-learning process, ensuring that students are well-prepared for their future careers and societal contributions.</p>
<p>6. Distance education/online education:</p>	<p>The University of Delhi encourages Distance Learning through its School of Open Learning (SOL) offering a viable alternative for students who need a flexible medium of instruction to attain higher education and vocational skills. Focusing on distance education, College has offered to be a Centre for SOL</p>

and IGNOU as well. During the COVID phase, the college actively took to online digital learning and made efforts to equip its faculties to instruct teaching in hybrid mode. The college has sufficient digital infrastructure and uses the various e - learning platforms such as SWAYAM, NPTEL, DIKSHA, etc. to facilitate the blended mode of teaching and learning. The faculties undergo FDP training programs to improving skills and creating digital contents. In order to facilitate distance and online education, the College has a fully automated Library System which runs on fully open access system. The users have remote access to e-resources. Access to this facility is available through DULS and University of Delhi website on their laptops, smart phones and the computers installed in the Multimedia and e-Resource Lab of the College Library. The library also houses Enabling Unit with Braille system for differently abled users of the Library.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, in July 2021, the college appointed Campus Ambassador for SVEEP (Systematic Voters' Education and Electoral Participation) under the initiative of Election Commission of India.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Dr. Ravi Kant, has been appointed as (SVEEP) Campus Ambassador in College in July 2021. Dr. Aftab Alam was nominated as the Convenor of the Electoral Literacy Club (ELC) in August, 2021. Students' volunteers have also been active for creating awareness campaigns and special summary revision for the inclusion of new and eligible voters.
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.	With the support of college faculty and staff, electoral literacy awareness campaigns and enrolment camp for inclusion of new eligible voters are conducted by college every time as a run up to the upcoming elections. The College had carried out awareness campaigns and set-up booth for registration of new voters among the students of the College as a run-up to General Elections 2024. The students also gain hand-on experience about the entire electoral process during Delhi University and College Student Union Elections. These prepare a

	<p>nurturing ground for the students to participate in the larger elections at the local, Assembly and Parliament level in the country. The college organised Oath taking ceremony and awareness campaign on ' Your Vote Matters' on March 11, 2024. It has also organised "Youth Voter Festival" and enrollment camp for inclusion of new and eligible voters on October 18, 2021. College organised National Voters Day celebration in collaboration with Electoral Literacy Club on January 25, 2021 in online mode.</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>Voting behaviour and electoral process have been regularly discussed in and beyond the classrooms and students are made aware of their voting rights as a responsible citizen. Democratic values, fundamental duties and political processes in India have also been part of the academic curriculum where students are assessed based on their theoretical knowledge and practical experiences. Presidential debate and election campaigns during student union elections also give them a first hand experience in electoral politics. Group discussions are also organised with the students on electoral process to develop critical thinking and fostering a deeper understanding of the topic.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>A significant number of students are already registered as a Voter. Every year College conducts awareness programmes and booths are set-up for registration of voter ids for first time voters with the support of the District Election Administration.</p>



## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
4795	4948	5096	5702	4599
File Description		Document		
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: 125

File Description	Document
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

2023-24	2022-23	2021-22	2020-21	2019-20
210	204	216	217	224

### 3 Institution

#### 3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
289.23	416.87	670.15	837.10	757.23
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:**

Zakir Husain Delhi College (ZHDC) has developed a robust system to ensure effective curriculum delivery, adhering to the University of Delhi's mandates. The process begins with a comprehensive assessment of workload and staff requirements, followed by the strategic allocation of teaching responsibilities based on specialization, competence, and research interests, ensuring an efficient and balanced distribution of resources across departments. Timetables are meticulously prepared, both room-wise and department-wise, to facilitate smooth scheduling of classes and activities.

The college emphasizes active learning, critical thinking, and interactive teaching, tailoring methods to students' diverse backgrounds and learning paces.

Teaching modules and plans are well documented, ensuring that all subjects are covered comprehensively. Mentorship programs and tutorial groups are formed to lower the student-teacher ratio, enabling personalized attention on the personal and academic front. Advanced students are encouraged to engage with research publications and present their work at conferences, while those needing additional support benefit from these meetings and tutorials to address gaps in understanding.

Orientation programs and detailed academic calendars help students make informed decisions about their studies. The calendar includes notices on fees, examination forms, and practical schedules, internal assessments, mock tests, and admit card distribution.

Classrooms are equipped with modern technology, such as projectors and ICT tools, enhancing the overall learning experience. The college is also constructing a new building with updated facilities to further support its educational mission. The college library plays a crucial role in supporting students and faculty, providing access to a wide range of texts, including rare manuscripts, research journals, and other resources. Study material provided by the university and the college ensures that students have access to comprehensive and up-to-date information. Departments receive annual grants to update their library collections, ensuring that materials remain current and comprehensive. Additionally, the college hosts a book fair to offer students discounts on book purchases, promoting a culture of reading and learning.

ZHDC has set up various committees to oversee timetabling, staff requirements, academic supervision, and the management of internal assessments through the IA portal. This portal helps manage assessments efficiently and provides guidelines for marks division and sample IA sheets. In response to the COVID-19 pandemic, the college adapted by integrating ICT more deeply into teaching and partnered with Microsoft to provide a secure online platform. Workshops were held to train teachers in delivering online classes effectively, maintaining the college's commitment to active learning and critical thinking.

Furthermore, faculty development is a key focus, with teachers encouraged to participate in conferences, workshops, and professional development to stay current with academic advancements. This ongoing growth enhances their teaching effectiveness.

Overall, ZHDC's structured approach to curriculum delivery, focus on personalized teaching, and continuous improvement of resources underscores its commitment to high-quality education. The college's adaptability to new challenges, such as the pandemic, highlights its dedication to educational excellence.

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:** 12

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:** 3.81

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

2023-24	2022-23	2021-22	2020-21	2019-20
158	140	594	35	30

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:**

ZHDC acknowledges that comprehensive student development requires their timely and meaningful exposure to crosscutting issues, irrespective of their chosen discipline or specialization. Hence, the curriculum already incorporates arrangements to integrate such issues. However, it is understood that these provisions cannot be universally applied. Therefore, individual departments often have the flexibility to integrate these issues by offering courses based on their specific requirements, resource availability, and cultural context. As one of the distinguished colleges in Delhi, ZHDC boasts 19 departments covering a wide range of disciplines, including sciences, humanities, social sciences, commerce, and languages, offering an extensive array of courses along with various courses that delve into professional ethics, gender studies, human values, environment, and sustainability.

In order to integrate the rising need in advocating environmental and sustainability issues, the college offers 'Environmental Science' as AEC for the students of 1st Year. Similarly, to integrate professional ethics and human values, - Holistic Development of Personality' as VAC courses.

Further, the college adopts a compassionate approach, striving to educate students about the impact of gender-based inequalities, environmental negligence, and ethical lapses on both individual and societal progress. To inculcate these issues, we offer various papers as part of curricular initiatives. Apart from the Core paper titled 'Women's Writing' to understand various forms of women's resistance against patriarchy, the Department of English also offers SEC papers titled 'Applied Gender Studies: Media Literacies', 'Literature in Cross Cultural Encounters' and GE papers titled 'Readings on Indian Diversities and Literary Movements', 'Contemporary India: Women and Empowerment' and 'Marginalities in Indian Writing'. These courses help in understanding the intersectionality of gender with other underlying issues of caste, class, race, and language.

The Department of Philosophy offers a paper on 'Feminism' as both GE and DSE to allow students to comprehend the intellectual foundations of the gender divide. In order to introduce contemporary debates on Feminism, the Department of Political Science provides two papers, 'Women, Power, and Politics' and 'Feminism: Theory and Practice', and the Department of Psychology provides a study titled 'Psychology of Gender' that discusses gender and biological variations in terms of personality, health, and job duties. Further, the Departments of Hindi and Sanskrit offer papers on gender related issues titled '*Asmita-moolak Vimarsh aur Hindi Sahitya*' and the 'Environmental Awareness in Sanskrit Literature' respectively.

Additionally, our college enhances the curricular focus on professional ethics, gender, human values, and environmental sustainability by arranging co-curricular activities like awareness drives- 'Say No To Crackers', 'Promotion of Eco-friendly Herbal Colours', and 'Say No To Plastic, Use Cloth Bag', along with holding e-waste workshops, tree plantations, etc. which are facilitated by Girls Association, NSS, ICC, Gender Sensitization Committee, Nature and Environment Society, Garden & Greening Committee, and other Departmental Societies.

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:** 0

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

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:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

<b>File Description</b>	<b>Document</b>
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>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 87.07

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

2023-24	2022-23	2021-22	2020-21	2019-20
1629	1574	1504	1461	1461

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

2023-24	2022-23	2021-22	2020-21	2019-20
1797	1795	1795	1795	1580

#### 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:** 80.09

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



2023-24	2022-23	2021-22	2020-21	2019-20
757	661	708	681	668

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

2023-24	2022-23	2021-22	2020-21	2019-20
889	889	889	889	783

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:** 22.83

## 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:**

The college strives to make teaching- learning process an epitome of student-centric process through various pedagogic methods and engages in constant follow-up process. This is achieved by adherence to the academic calendar, proper management of the timetable, constant supervision by the academic supervisory committee, timely class tests and internal assessment, presentation, tutorial, extra classes if required. Student support is a key focus, offering personalized interactions, comprehensive career guidance, and holistic counselling. The facilities include multimedia labs, an air-conditioned library, and well-equipped science laboratories. For differently-abled students the college has installed Braille-ramps and lifts. The departments organise regularly international and national seminars, conferences, webinars, and workshops to acquaint students with the latest research trends. There are add-on/ certificate courses to hone the technical skills of students that are oriented towards job market. The college emphasises on one-to-one interaction by mentor-mentee scheme for all Bonafide students. There are various college societies that engage students in career guidance, counselling for mental and physical health care.

Additionally, the institution arranges field trips, internships, and has an active placement cell to increase industry exposure. Through job fairs, career counselling sessions, and other career-focused initiatives, our students have benefited greatly from this outcome-driven endeavour. The college since long has been an impressive example for benefitting its teachers as well as students through various ICT tools and techniques, i.e. Wi-Fi, OPAC, Google Meet, MS Teams and SAMARTH, dedicated multimedia rooms. In response to the challenges posed by the COVID-19 pandemic, the college has actively embraced and integrated various ICT tools and techniques to enhance teaching and learning. Despite financial constraints the college has ensured a seamless learning experience and invested in a diverse array of ICT tools and resources.

File Description	Document
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:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
210	204	216	217	224

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 77.03

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
181	160	162	163	159

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:**

Mechanism of internal assessment is transparent and robust in terms of frequency and mode. According to University of Delhi undergraduate programme, internal assessment is based on continuous evaluation process. The university has a fixed format for almost all the courses. This continuous evaluation helps students for their overall holistic approach towards their deep knowledge of the subject and create interest in learning. The process of assessment of students is aggregative and formative at the same time, marks are aggregated through the semester on basis of an extensive evaluation process that includes class tests, assignments, field reports, quizzes, projects, group discussions, viva, presentations, practice papers and mock exam papers are made available to the students. Students are also encouraged to engage in creative academic activities that take them beyond the curriculum. We believe that assessment is a continuous process that should take place throughout the period of study, for which the students have to appear for regular oral/written evaluation sessions, followed by feedback sessions from their teachers. Internal assessment records are made available online for the students to check and to get in touch with the concerned teacher in case of any doubt or discrepancy. If a student feels that marks are incorrectly awarded, the teacher reviews the marks through a moderation committee and correct the marks awarded. All the internal evaluation grievances are dealt with efficiently, effectively and in a time bound manner. The college has a Grievance redressal committee and a link on website to solve the students problem and grievance. The assessment of appeals is efficiently addressed within a specific time frame. Hence, the college maintains a transparent and robust internal assessment and examination process.

In accordance with the NEP-2020 and University of Delhi norms, 25 percent of the marks for each course are part of an internal assessment. Some departments of the college assess their students on the basis of the reports submitted by them for the field trips, educational excursions and institutional and industrial visits undertaken. In addition, tutorial classes are held to assess students throughout the semester and simultaneously their doubts and queries are clarified. This makes the assessment process regular and continuous at the same time.

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 college follows a systematic approach for the attainment of program and course outcomes of all the courses offered by the institution. These are in accordance with the curriculum of University of Delhi. The Learning Outcome based Curriculum Framework for Undergraduates (LOCF- UG) and National Education Policy- Undergraduate Curriculum Framework (NEP-UGCF) courses define the intended Programme outcomes (POs) for the entire course of each paper. These are clearly stated and displayed on

the college website and communicated to all the teachers and students. The course structure under LOCF-UG and NEP-UGCF allows the students to choose multidisciplinary courses thus helping in their wholistic development and at the same time opening multiple career avenues. The core courses are the backbone of these learning frameworks whereas discipline specific elective, generic elective and skill enhancement courses add the multi-dimensional excellence. At the beginning of the academic session, each department holds an orientation program where the expected course outcomes are explained to the students. The details of the generic elective, discipline-specific elective and skill enhancement courses and their relevance in the real world is discussed with the students at length. The students are informed about the availability of the programme outcomes on the website so that they can go through the same and gain an insight about what to expect from their course of study and accordingly plan their future.

Keeping in view, the needs of the students and emerging requirements of current times, a fine balance of traditional pedagogic methods and modern ICT tools are used by the faculty members for the attainment of the desired course outcomes. Additional help is rendered through various workshops, skill development programmes etc., conducted during an academic session. Small group discussions, tutorials and practical labs which are a part of the regular class work provide further reinforcement.

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:**

The defined learning outcomes (LOs) and course outcomes (COs) for each course and paper are attained through continuous and summative assessment throughout each semester. The teaching learning process is upgraded regularly to ensure all-round development of students. LOCF-UG courses of University of Delhi have the provision of 25% weightage to internal assessment for each theory paper and 50% weightage to continuous evaluation for each practical paper. The assessment for theory papers is attained through regular tests, assignments, and discussions with 5% weightage to attendance. The remaining 75% assessment is taken care of by the semester end examinations held by the university. The continuous evaluation in practical papers in science courses is carried out on the basis of attendance, assessment of the working of the students in each lab class and the record files of the work done.

The NEP courses introduced from the session 2022-23 also have defined LOs and COs for each course and paper. The attainment of these is also covered through continuous evaluation and semester end examinations. In this pattern, each credit carries 40 marks out of which 25% (10 marks) are for internal assessment and 75% (30 marks) for final examinations. Depending on the credits that a particular course carries, the above marks vary from one course to the other. However, the 25%: 75% division remains.

The orientation programs held by each department at the beginning of the session help the students understand the desired LOs and COs and the criteria along with objectives of assessment. The students are given regular feedbacks about their performance and helped to overcome their shortcomings

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:** 96.74

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

2023-24	2022-23	2021-22	2020-21	2019-20
1595	1438	1839	1279	1031

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

2023-24	2022-23	2021-22	2020-21	2019-20
1624	1440	1937	1323	1100

<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

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 2.66</b></p>	
<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:** 193.95

**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
47.84	30.76	48.15	18.20	49

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

### 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:**

As part of the focus on fostering an engaging environment of growth in the areas of Indian Knowledge System Intellectual Property Rights, Entrepreneurship and Research Methodology, Zakir Husain Delhi College has been actively organising various seminars and workshops. These programmes have focused on collaborations to strengthen networks and multi-dimensional growth. Some of these events include seminar on 'Investment Opportunities Available in Stock Market' and a talk on 'Start-ups' organised under the aegis of Viksit Bharat 2047. There have been talks organised on 'Buddha's Mahakaruna for Cosmic Wellness' as well as Research Programme undertaken by faculty on 'History and Cultural Traditions of Kalinga and Champa: Retracing the Cultural and Civilizational Linkages' granted by the Indian Council of Social Science Research. In collaboration with Bhartiya Bhasha Samiti, a talk was organised on the darshan or philosophy of Jagadguru Shankaracharya. Our faculty was also involved in organising an international conference on 'Integral Humanism: Perspectives of Deendayal Upadhyay and Jacques Maritain'. Recognizing the significance of Intellectual Property Rights for the youth, separate



events have been organised such as One day seminar on “Intellectual Property Rights” and an IPR Awareness Programme on ‘Creative India, Innovative India’.

Zakir Husain Delhi College inaugurated the ‘Vivekananda Study Centre’ on February 12, 2024 with the vision and aim of inculcating the spiritual teachings and humanitarian vision of Swami Vivekananda in education and daily living. As a yogi, humanist, teacher and leader, Swami Vivekananda exemplifies the most illuminating aspects of Indian knowledge tradition; values and words that are in harmony with the present times, however rapidly they may be changing. As part of its inaugural programme, Vivekananda Study Centre invited two inspiring youth icons- Meenu Kaliraman and Sangram Singh for the inaugural function. Meenu Kaliraman is a woman mountaineer who has proudly hosted the Bhartiya flag on top of Mt.Everest. her spirit exemplifies patriotism and perseverance, the values that our youth is in need of. Sangram Singh is a wrestler who has made the obstacle of disability meaningless through his consistent efforts and indomitable spirit. The guests with their personas and talks were truly an inspiration for our students. The Centre has also organised ‘Clean Campus, Green Campus’ drive in collaboration with the Environment Society and Garden Committee of the college on February 22, 2024. The Garden Committee also organised tree plantation drive on the occasion of National Yuva Divas on January 12, 2024.

In sincere recognition of the cultural value and contemporary relevance of preserving and disseminating Indian Knowledge System (IKS), Innovations and Intellectual Property Rights, many initiatives have been undertaken by the college. There is a healthy ecosystem that seeks to promote awareness of IKS, IPR through Incubation Centre, IPR Cell and many other innovations. The students and faculty members appreciate the efforts that have paved the way for ideas for collaboration and community engagements.

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:** 216

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
44	38	88	21	25

File Description	Document
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:** 3.14

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

2023-24	2022-23	2021-22	2020-21	2019-20
92	99	94	71	36

File Description	Document
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:** 1.44

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
38	39	50	33	20

<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:**

Zakir Husain Delhi College (ZHDC) is deeply committed to the holistic development of students through their engagement in extension activities aimed at instilling the principles of community-driven and socially responsible citizenship.

**National Service Scheme (NSS)**

The NSS Unit at ZHDC is the cornerstone of community service, engaging students in a diverse range of impactful projects. The unit conducted various blood donation awareness programs and spearheaded cleanliness drives, including the Sparsh Ganga initiative under the Government of India's "Swachhta Pakhwada." NSS also held tree plantation drives, donation campaigns for underprivileged children, and workshops on stem cell donation. The unit's focus on social awareness was reflected in Best Out of Waste competitions, COVID-19 awareness campaigns, and celebrations of International Yoga Day. The flagship event "Taarunya" enabled student engagement with renowned speakers. Further, their participation in national events such as Tiranga Yatra and Unity Run promoted the fundamentals of responsible citizenship and community well-being.

**Aranya – Nature and Environment Society**

Aranya is devoted to environmental conservation and sustainability. It encourages student engagement with critical social and environmental issues. Partnering with organizations such as Chintan Environment Group, they have conducted orientations on waste segregation and sessions on the harmful effects of plastic use. Their 'Nukkad Natak,' titled "Dilli Teri Yamuna Maili" performed at the Delhi Secretariat, highlighted the plight of Yamuna River. They held regular book collection drives for 'Gram Pustakalaya' and organized workshops like "NADI KO JANO" with Bharatiya Shikshan Mandal to promote water body preservation. The commitment to their vision is further reflected in the comprehensive waste management and recycling programs for paper, plastic, and e-waste. Their participation in events such as World Rivers Day, Ganga Utsav, and the "Say No to Plastic Bags" campaign has only emboldened their resolve.

### **Gandhi Study Circle (GSC)**

The Gandhi Study Circle fortifies social and ethical welfare by promoting Gandhian values through impactful initiatives. Key activities include the Distinguished Gandhi Lecture Series, Mind Management Classes, and a Certificate Course on Non-Violent Communication. The GSC also offers Charkha-Spinning classes and organizes excursions to field sites related to Gandhi's life and teachings. By observing Shaheed Diwas, celebrating Gandhi Utsav, and conducting both national and international seminars, the GSC plays a significant role in instilling Gandhian principles and values in students.

### **Girls' Association**

The association champions the cause of a gender-sensitive community. Through seminars on womanhood, creative competitions, and workshops on mental health and sustainable menstruation, the association empowers female students for their holistic development. The initiatives address gender-related issues while promoting overall well-being, strengthening the college's commitment to women empowerment.

In conclusion, ZHDC's extension activities and outreach programs effectively bridge the gap between the college and the community. By sensitizing students to social issues and promoting their holistic development, the college is rooted in the welfare of students and the surrounding community, cultivating a sense of responsibility and ethical growth among future leaders.

<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>

### **3.4.2**

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

**Response:**

Zakir Husain Delhi College stands as a beacon of academic and extra-curricular excellence, driven by the accomplishments of both its faculty and students. Our faculty members have consistently received prestigious International and National awards and honours, further elevating the institution's stature. The College holds a distinguished place for the accolades and awards that its students bring in regularly. Over the last five years, the students of our college have represented the institution across the country in competitive events and festivals organised by central Universities, autonomous institutions such as IITs, and private colleges.

In the field of arts and culture, the selection, nurturing and the resulting performances of students have brought in accolades in the field of Indian Classical music/Western music/Indian classical and contemporary dance along with theatre. Every year, the selection of students is made with a view to enhancing the diversity and talent pool of the extra-curricular quotient which is an integral part of the learning process. Our students have made us proud on various occasions both within and beyond University of Delhi.

In an age where the visual imagination has gained a conspicuous presence in our daily lives, the students of Zakir Husain Delhi College have brought forth excellence in diverse visual platforms. The fine arts society has honed the skills of students who have represented the institution across the country. From clay modelling, wall art, quilling, best out of waste to art exhibitions, costume designing, rangoli and others, our students have excelled in showcasing their visual imagination. With environmentally sensitive creations to exhibits of social harmony, our students have bagged prizes and awards in various competitions held in different colleges of Delhi University as well as IITs.

Fostering an environmentally sensitive approach, the gardening society of Zakir Husain Delhi College has consistently maintained a green environment in the college. Our malis (gardeners) work tirelessly through the scorching summers and the cruel winters to maintain special varieties of plants and to add to the aesthetic quotient of college life. In competitions held in Delhi University, from cultivating cacti to herbal plants and vertical gardens, our team has proudly and consistently maintained a place of distinction in bagging top awards and bringing home trophies each year.

The sports teams have displayed distinguished performances in outdoor as well as indoor sports such as chess, table tennis and judo. In outdoor sports such as long jump, shotput, and sprint, our students have received awards in inter college competitions consistently over the years.

Our students continue to carry forward the spirit of respect and healthy competition that are the building blocks of their future lives.

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: 20**

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
10	2	3	2	3

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: 23**

<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:

Zakir Husain Delhi College is committed to providing holistic education to its students. To ensure an effective teaching and learning process, the institution boasts comprehensive infrastructural and physical facilities.

#### Classrooms

The college features well-lit and well-ventilated classrooms, along with tutorial spaces. Most classrooms are equipped with ICT facilities to support modern educational methods.

#### Laboratories

The college's science laboratories are well-maintained and equipped with instruments that facilitate hands-on learning experiences. The botany and zoology departments boast updated culture rooms. The new building will include spacious laboratories, research labs, and dedicated tissue culture rooms with advanced technology.

#### Computing Equipment

The entire campus is Wi-Fi enabled, ensuring seamless internet access for students and faculty. There are four computer labs with over 150 computers available for student use, including a dedicated computer literacy lab.

#### Library

The library is equipped with a multimedia laboratory and offers dedicated study areas for teachers, supporting both individual and group study needs.

#### Gardens

The college recently inaugurated four new gardens, enhancing the campus's green spaces while providing students with a vibrant and relaxed environment.

#### Cultural Activities:

- Zakir Husain Delhi College places significant emphasis on extracurricular pursuits, encompassing music, theatre, dance, and drama.
- The Arts and Culture Society members receive expert training and have access to the Arts and Culture room, Auditorium, and Auditorium foyer for practice and various cultural activities.
- The Auditorium includes two green rooms and two toilets.
- The Arts and Culture room is appropriately furnished with classical and modern musical instruments, and is air-conditioned for students' comfort.
- Additionally, the College terrace serves as a venue for street plays.



**Sports:**

- The institution possesses ample amenities for sports, including both indoor and outdoor games.
- The college has a well-kept playground for cricket and football matches and practice sessions.
- Separate spaces are allocated for carrom, chess, table tennis and judo.
- The college hosts a sports event "Khel Basant" in which both teachers and students participate.

**Yoga Facility:**

- Yoga related activities are regularly held in the Auditorium foyer and the College terrace serves as the venue for organising International Day of Yoga every year.

**Medical Room:**

- The College has a dedicated medical room located in the office premises. A doctor visits the College thrice a week.

**Bank:**

- A branch of Canara bank is located inside the college campus

**Other Infrastructural Facilities**

The college auditorium has a seating capacity of 450 and is used for various academic and cultural events. There are also audio-visual and seminar rooms for hosting conferences and workshops. The campus is barrier-free, featuring ramps and lifts for Divyangjan, and provides accessible lavatory facilities. The new multi-storied building includes two levels of underground parking and will have following amenities:

- State-of-the-art seminar halls
- Spacious laboratories
- Specimen museums
- Student plaza
- Indoor game area for activities such as yoga, chess, table tennis, and carom
- Gymnasium
- Student common rooms
- Canteen
- A terrace garden to enhance the campus's green cover

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:** 3.55

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

2023-24	2022-23	2021-22	2020-21	2019-20
10.90	19.37	26.61	28.48	20.00

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:**

- The College Library has been functioning in fully automated mode successfully since the academic year 2017-2018 using LSEase (college edition of LibSys 7 ILMS) software, with the facility of automated circulation at three points.
- Additionally, separate computer systems have been dedicated for the purpose of Online Public Access Catalogue (OPAC).
- The unique feature of the Automated ZHDC Library System is the updated input of the complete bibliographic details of all the library books, in the software database in their original languages.
- The Library Automation Software being used in the College Library is under continuous modification and regular upgradation, most recently being upgraded to the cloud based LibSys 10. Hence, our WebOPAC can now be accessed 24x7 via Internet through the link -
- The Library users are regularly updated by means of orientation and training to use WebOPAC for the purpose of searching and locating for their required books.

- Total books in the library as per the bibliographic database is 92487 till 31st July 2024.
- Usually, the last Saturday of every month is dedicated for the training of subordinate Library Staff, on the implementation of modern ICT tools and techniques, for providing the best possible service to all library users. At these sessions, the Library Staff are also encouraged to learn about the basics of Library & Information Science, besides clearing their doubts.

File Description	Document
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:**

#### 1. IT Facilities - Hardware

- Digital Laboratories: ZHDC boasts seven state-of-the-art digital laboratories.
- ICT Integration: The academic and administrative spaces are seamlessly integrated with ICT, including Power Point projectors in classrooms, the auditorium, library, AV, and seminar rooms.
- Wi-Fi and Connectivity: The entire campus is Wi-Fi enabled. All computers and laptops, including those in administrative sections, the library, and science laboratories, are connected via Ethernet cables and dongles. Hubs are centrally monitored by the college's networking station.
- Equipments: Faculty, staff, and students have access to laptops, desktops, printers, and scanners. These resources support various courses including VAC, SEC, GE, DSC, and DSE.
- Software Applications: The college uses software for admissions, administration, library automation, timetable management, e-content, internal assessments, and student records.
- Online Platforms: ZHDC has adopted Microsoft Teams for online teaching and meetings and utilizes Google Classroom, Meet, Skype, and other platforms to enhance teaching and learning experiences.

#### 2. Software and Applications:

- Software: Various departments use open-access and licensed software to meet NEP demands, especially for VAC and SEC courses.

- Applications Include:

-Simulation and Research: Comsole, Gaussian, Scilab, MATLAB, Molecular Dynamics software (LAMMPS).

-Video Editing and Animation: Clip Champ, Kine-master, Scratch.

-Communication and Collaboration: Google Meet, Microsoft Teams

-Accounting and Analysis: Tally Prime, Wolfram Mathematica (licensed), R.

-Engineering and Design: XILNX, AVR Studio, IDLE (Python), PSpice, Argus Lab.

-Bioinformatics and Molecular Dynamics: Avogadro, VMD, ClustalX, Phylip 3.69, TreeView X.

### 3. ERP System:

- Administrative Tasks: Customized ERP software is used for admissions, salary management, attendance, and record-keeping.

### 4. Sustainable Energy Practices:

- Solar Energy Data Acquisition: The college conducts 24x7 data acquisition of solar energy, measuring sunlight intensity, temperature, and humidity using thermocouples, humidity sensors, and light detectors. Data is collected and stored on a USB drive, with sensors mounted on the solar unit on the terrace and connected to a data logger.

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:** 4.7

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

Response: 1020

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>

## 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:** 2.41

**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
53.61	5.96	4.29	2.78	5.01

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:** 10.33

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
388	571	585	529	523

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<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>

#### 5.1.2

*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:** 19.34

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
1305	1391	500	627	1039

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:** 0.49

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

2023-24	2022-23	2021-22	2020-21	2019-20
23	5	5	0	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
1639	1440	1279	1279	1100



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:** 0.67

**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.)**

2023-24	2022-23	2021-22	2020-21	2019-20
35	9	1	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<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 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:** 515

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
276	182	17	32	8

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

**5.3.2**

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

**Response:** 170

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

2023-24	2022-23	2021-22	2020-21	2019-20
409	368	27	35	11

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:**

ZHDC makes sincere and consistent efforts to reach out and connect with its alumni. The Alumni Association provides a platform to former students to contribute for the betterment of their alma mater. The College maintains strong ties with its alumni through various forums.

- The college actively engages with alumni fostering a sense of continuity and shared experience. In this regard, the college has launched a dedicated portal for the registration of Alumni. Many departments have created social media pages to facilitate interaction between alumni and the college community.
- Regular interaction with Alumni takes place during College Convocation. Alumni are invited to participate, reinforcing their connection to the institution.
- Through participation in Annual Memorial Lectures, the College provides a platform to Alumni for intellectual exchange and reflection on contemporary and academically relevant issues.
- Alumni Meets and various Cultural Programmes gives an opportunity to the Alumni to connect with the college community and honor their commitments with the College.
- It is noteworthy that, several old and recent alumni of our college has joined as faculty member of the their alma mater, many of whom have also superannuated.

**Alumni Committee:**

- The college has an Alumni Committee to organize alumni related events.
- The committee aims to foster enduring relationships, creating networks that benefit both alumni and the institution.
- A successful alumni meet was held in December 2023. Reinforcing their shared heritage with the College, significant financial contributions was received from the participating Alumni. These efforts reflect the institution's endeavour to strengthen the alumni network for institutional growth. Notably, esteemed alumnus Shri Ashok Sharma donated Rs. 2,51,000/-.

**Activities by Alumni:**

- Alumni Meet was held on December 16, 2023 featuring discussions, cultural performances, and significant financial contributions from attendees. The event featured cultural performances and a grand dinner.
- Manish Kumar Jha a successful alumnus and Deputy Editor at Financial Express, on April 18,

2024, delivered a lecture on “Global Conflict and Geopolitics: How India Navigates Today?” His expertise spans defense, foreign affairs, and the economy across more than 30 countries.

- Dr. Amit Singh, another alumnus, on October 3, 2023 spoke on “Gandhi’s Satyagraha Today: Issues and Challenges.” He also shared insights on “Peace and Conflict Resolution: The Gandhian Approach” during a National Seminar organized by the Gandhi Study Circle on March 20, 2024.
- Mr. Vijay Ramachandran, Business Storyteller and Alumnus of Department of English gave a talk on ‘Stories and Storytelling’ on June 17, 2021 organised by Department of English, Zakir Husain Delhi College.
- Mr. Siddhartha Chowdhury, Alumnus Author from Department of English interacted with students on Aug 7, 2021.
- Prominent Alumni of the College engaged in the Debating circuit of University of Delhi have been invited as adjudicators in the Annual Parliamentary Debate organized by the College from 2018 onwards every year.
- Regular Workshops are also conducted by the Alumni of the College to train the students in debating skills.

**Prominent Alumni:**

Dr. Harsh Vardhan (Former Union Cabinet Minister, Health and Family Welfare; Science and Technology; and Earth Sciences);

Dr. Mahesh Sharma (Former Union Minister of State for Culture and Tourism);

Padma Vibhushan Mr. J.N. Dixit (Former Foreign Secretary and National Security Advisor of India)

Padam Shri Dr. P. K. Dave (Orthopedic Surgeon and Former Director, AIIMS);

Mr. Pankaj Vohra (Veteran Journalist); Mr. Bimal Julka, (Former Chief Information Commissioner of India);

Shri Gopi Chand Narang (Former President of Sahitya Academy);

Padam Shri Ravi Chaturvedi (Renowned Sports Commentator);

File Description	Document
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:

**Vision and Mission:** Zakir Husain Delhi College, guided by its motto “Live by Love”, has a vision of being a futuristic institution of the highest order. It endeavours to achieve this by adopting modern educational pedagogical approaches, encouraging innovation and research, creativity and entrepreneurship, empowering and sensitising students to fulfil their academic aspirations along with their holistic development for being responsible global citizens.

To fulfil this mission, the college observes following practices:

- Promoting a culture of academic excellence in our students by strengthening the core values of integrity and transparency, empowering them to achieve their academic and career goals.
- Holistic development of students through skill development, extracurricular & co-curricular engagements, interdisciplinary learning along with knowledge sharing and collaborative team work to be future leaders and innovators.
- Providing opportunities for character building by open debates and discussions on gender equity, women empowerment etc. through seminars, symposia, and workshops.
- Exposure to the dynamically changing world through progressive technological innovations, digital methodologies, e-learning trends, improved learning management systems, data processing etc. to create a more engaging and effective learning.
- Inculcating a culture for creative and critical thinking and provide environment for excellence in research and versatile scientific temperament.
- ??To remain rooted in Bharat’s rich indigenous ethos and encourage academia to nourish itself with Indian Knowledge System.

**NEP implementation:** The college follows the ethos of holistic education as enshrined in NEP, and offers various courses such as VAC, SEC, GE, to undergraduate students under the same. Students fill their preferences through online forms circulated by the college.

**Decentralisation and Participatory Management:** Zakir Husain Delhi College practices decentralization and participative management practices. The College is run by Dr. Zakir Husain Memorial Trust presided by the honourable **Prime Minister of India** and the Minister of Education (GOI) acts as the Vice President of the Trust. The Governing Body constituted by the Trust and University of Delhi advises for the academic development and improving infrastructural facilities. The Principal being the Member Secretary of the Trust and Governing Body steers the college toward attaining higher standards along with other members of the College administration/faculty and the staff.

The College has an active Staff Council, Staff Association, Students' Union, and a robust committee system that ensures stakeholders' active participation in democratic decision-making.

The Staff Council committees such as Academic Supervisory Committee, Staff Requirement Committee, Time Table Committee, Student Union Advisory Board, Proctorial Board, Library Committee, Arts and Culture Committee and other committees including Equal opportunity Cell, Career Counselling and Placement Cell, Garden and Greening Committee, Internal Complaints Committees, NCC, NSS, are granted operational autonomy for the conduct of its business.

Furthermore, for smooth conduct of academic activities, every department has a Teacher in-charge appointed on a rotational basis for a period of one year. Based on the broad principles and the character of the College, as well as ground realities, various activities are planned and executed by the Teacher-in-charge and the faculty. In addition to this, various departments have their committees to conduct day to day functioning of the departments.

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:

#### Institutional Perspective Plan:

Zakir Husain Delhi College endeavours to bring together teachings from our rich Indian heritage as well as promote modern scientific learning and temperament. The institution believes equally in promoting Constitutional values as well as our nations's rich cultural heritage along with the diverse Indian Knowledge Systems. The college offers courses in Humanities, Sciences, as well as Commerce streams and promotes **scientific wisdom through basic science subjects** as well as through **Vedic Mathematics, Ayurveda and Indian Philosophy**. Further, the institution encourages integration of **Yogic Sciences and Meditation** for overall development of the students aligned with the vision of the futuristic NEP curriculum.

As we step into the future, Zakir Husain Delhi College pledges to devotedly work towards providing more support to faculty and students engaging in multidisciplinary research in order to maintain a healthy spirit of enquiry and curiosity within its premises. Furthermore, apart from the ICT, the college hopes to introduce innovative pedagogical practices that nurture experiential learning and hands-on applications of

the course materials. In this same spirit of innovation, aligning with the values and mission of Zakir Husain Delhi College, a comprehensive add on course on **Foundations of Machine Learning** was conducted by the Maths department. Similarly, **another Add-on course on Non-violent Communication** in collaboration with Gandhi Smriti and Darshan Samiti, Ministry of Culture was offered to the students in order to inculcate effective communication methods that promote understanding, dialogue, empathy, and peaceful interactions.

### **Organogram of Zakir Husain Delhi College:**

The organogram of Zakir Husain Delhi College shows the participative and democratic character. The college functions under the directives and policies of the UGC and the University of Delhi.

The Governing Body of the college is appointed by the **Zakir Husain Memorial Trust**, which has the Prime Minister of India as its ex-officio chair.

**The Governing Body** looks into administrative and finance-related matters of the college. **The Principal** looks after the college's overall functioning and is also the Chairperson of the Staff Council and IQAC. **The Bursar** oversees all financial matters, and **the IQAC** supervises the quality enhancement of the teaching-learning process of the college.

**The staff council and other committees** provide a platform to work on various aspects for the smooth and efficient functioning of the college affairs and maintenance of the infrastructure. **The Teachers-in-charge** supervise all matters related to their respective departments.

**The Librarian** oversees the functioning of the library with the help of the Library Committee.

**The Public Information Officer** deals with requests associated with RTIs. **The Administrative Officer and Section Officers** are in charge of their respective departments and ensure smooth functioning of administrative matters of the college.

<b>File Description</b>	<b>Document</b>
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

<b>File Description</b>	<b>Document</b>
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>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<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:****Appraisal System:**

At Zakir Husain Delhi College, the performance appraisal system for teaching staff is based on UGC-Career Advancement Scheme (CAS) guidelines. The faculty fill in the Annual Performance Appraisal Report (APAR) every year. The faculty those who are due for promotion submit the Performance Based Appraisal Scheme (PBAS) proforma for the assessment period. The proforma has details of teaching-learning and evaluation-related activities, research and academic contributions, administrative support, and contribution to extra and co-curricular activities.

Appraisal of the non-teaching staff is done upon filling in the appraisal form as per the University guidelines. For the laboratory staff, Annual Confidential Reports for individual staff are assessed by the teacher-in-charge of the respective departments.

**Avenues for Career development/progression:**

College provides avenues for career progression as per UGC rules. From 2020-2023, promotions for Assistant Professor from Level 10-11-12 and Associate Professor (Level 13A) to Professor (Level 14) were carried out at the college.



Faculty members in the college are consistently engaged in research and innovation through various research projects and presenting Papers at National and international fora. The college encourages teachers to attend such events in their best capacity. Faculty members regularly apply for grants from various funding agencies and get opportunity to publish widely.

#### **Welfare Measures:**

- Teaching and non-teaching staff both have the facility of group insurance;
- Medical reimbursement as per university rules. Members also have access to University Health Centre for consultation and getting medicines.
- Cashless treatment facility in empanelled hospitals.
- Child Education Allowance.
- A medical room facility and psychological counselling are also provided to teachers in the college.
- Teaching and non-teaching staff get Pension benefits.
- Various kinds of Leaves are available to both teaching and non-teaching staff of the College such as: Casual Leave/Earned Leave/Medical Leave/Maternity Leave/Paternity Leave/Child Care Leave/Duty Leave etc.
- Study Leave and Extra Ordinary Leaves are also available.
- LTC/HTC benefits.
- Ward quota admission for both teaching and non-teaching staff.
- The Staff Association takes care of the welfare of teachers through financial assistance, social gatherings, and other welfare measures through the contribution of teachers.
- There is a facility of newspapers and magazines which are subscribed for teachers.
- The staff association also has a Staff Welfare Fund, a one-time ex gratia provided to teachers who unfortunately pass away during their service. The contribution from teachers is on a monthly basis while the University of Delhi manages the fund.
- For non-teaching staff, there is a Karamchari Union, which takes care of the welfare of non-teaching staff through welfare measures by the contribution, financial assistance, social gatherings, and other help such as financial assistance at the time of medical emergency or death of the employee.

<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>

#### **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**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	<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>

**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:** 14.36

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
56	41	12	41	11

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	44	0	06

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:**

**Mobilisation and Optimal Utilization of resources:**

Zakir Husain Delhi College receives 95% funds through UGC Grant and 5% Dr. Zakir Husain Memorial College Trust. Other sources of funds are fees from students for regular and add-on courses as well as from letting out various parts of land/building (bank, canteen, photocopy shop etc).

**Utilization of Resources**

The college has a well-defined policy and procedure for resource utilization. Procurement requires prior approval from the principal, followed by estimate preparation by the technical department, purchase committee approval, and tendering and procurement through GeM or invitation of tenders. Funds are optimally utilized among various heads, including staff salaries, infrastructure maintenance, library expenses, bills, and taxes, science laboratory, office expenses, and sports activities.

Number of workshops, seminars, National and International Conferences are organized each year in the college that are partially supported by funds received from the college as well as grants from external bodies. Funding for research projects are obtained from DST, DBT, ICPR, ICSSR, UGC and through international Collaborative research projects. Presently, college has an international projects entitled '**Atomic Data for Vapour Shielding in Fusion Devices**' sponsored by **International Atomic Energy Agency**. Faculty members have also received funding from government agencies during this period.

Zakir Husain Delhi College has received funding from University of Delhi to run a **Skill Development Learning Center** offering a wide array of services and programs that play a pivotal role in shaping well-rounded, confident, and capable individuals, assuring the audience of the quality of education and support provided. In addition to this the college is a centre for SOL as well as IGNOU.

#### **Audits:**

Zakir Husain Delhi College conducts internal audits annually to ensure efficiency and effectiveness in its financial dealings. The institution has undergone various internal and external financial audits over the last five years, ensuring transparency and accountability in its financial dealings. These audits have been conducted by reputable organizations and individuals, including Chartered Accountants, the Comptroller and Auditor General (CAG), the University Grants Commission (UGC), and the Directorate of Higher Education (DHE). No firm can audit for more than three consecutive years to prevent bias.

The internal audit examines salary bills, LTC/HTC payments, purchases, income tax calculations, and verifies college bank balances with bank certificates. The college maintains four accounts: General Fund (including UGC maintenance grants), OBC Infrastructure Account (UGC funds), Provident Fund (GPF), and Students Fund (college funds). These accounts are jointly operated by the Principal and Bursar. External audits are conducted by the Comptroller and Auditor General of India (CAG) at their discretion.

<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>

## **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:**

Zakir Husain Delhi College has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students and the non-teaching staff. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. In order to make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and motivated to develop a scientific temper so as to propagate a research culture amongst the students.

#### **1. Promoting participatory teaching and learning process:**

The IQAC actively supports faculty development initiatives, fostering a culture of continuous learning and excellence amongst students, teaching, and non-teaching staff alike. It consistently works towards developing participatory teaching and learning through various collaborations and encouraging teachers to attend and organise FDPs to bring the knowledge of the teachers at par with the latest developments in their respective disciplines.

## **2. Encouraging Research and Innovation:**

The IQAC constantly encourages teachers to apply to research organisations like UGC, ICSSR, ICPR, DBT, CSR, SERB, CSIR and so on for funding of research projects. Various National and International level Seminars and Conferences are organised on subjects enveloping a broad range of themes/sub themes relevant to modern day education in HEIs.

## **3. Streamlining of Administrative functions**

The IQAC regularly reviews the teaching learning process and takes care of the needs of the administrative staff to improve their work atmosphere. Statutory committees such as Staff Requirement, Academic Supervisory and Time-Table Committees regularly conducts assessment of workload, availability of classrooms, labs, and staff so that timely appointments could be done on various positions and utilization of classrooms, labs and staff could be optimized.

## **4. Invigorating Feedback mechanism:**

The IQAC has invigorated and streamlined the system of feedback, evaluation, and implementation based on feedback by regularly taking feedback from students, alumni, parents, and staff. Student appraisal of teachers, and teachers' self-appraisal ensures a dynamic and conscious engagement with pedagogical methods.

## **5. Processing of Promotions of faculty members:**

IQAC has been continuously engaged in processing of pending promotions of the faculties. From 2020-2023, promotions for Assistant Professor from Level 10-11-12 and Associate Professor (Level 13A) to Professor (Level 14) have been carried out in different departments.

## **6. Skill Development Learning Centre**

On the initiative of IQAC, Skill Development Learning Centre (SDLC) has been established by the College under which various Skill based Add on courses have been introduced.

## **7. Vivekananda Study Centre**

Vivekananda Study Centre was launched in February, 2024, to implement his positive thinking. The aim of this study centre is the all-round development of the youth and to lead them toward the positive side of seeing and understanding life and society.

## **8. Global Cooperation Centre**

A Global Cooperation Centre was established as a part of signing of MOU with Busan University of

Foreign Studies (BUFS), Republic of Korea on August 24, 2023 for educational collaboration and international exchange of students and faculty members.

File Description	Document
Upload 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:** A. Any 4 or more 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>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:**

We, at Zakir Husain Delhi College as an educational institution take it as a matter of accountability and opportunity to be a proactive participant in influencing the direction of positive social transformation. We endeavour to promote gender equity and aim to foster an environment where individuals can unconditionally question and embrace their gender identity.

For inculcating gender equity sensitization and equipping the students with the ideas of gender studies, we offer various papers as part of curricular initiatives.

Apart from a Core paper titled *Women's Writing* to understand various forms of women's resistance against patriarchy, the Department of English also offers SEC papers titled *Applied Gender Studies: Media Literacies, Literature in Cross Cultural Encounters* and GE papers titled *Contemporary India: Women and Empowerment and Marginalities in Indian Writing*. These courses help in understanding the intersectionality of gender with caste, race, class, etc.

Department of Philosophy offers a paper on '*Feminism*' as both GE and DSE to discuss the philosophical underpinnings of the gender divide.

Department of Political Science offers two papers, '*Women, Power and Politics*' and '*Feminism: Theory and Practice*' to introduce the students to the contemporary debates on feminism.

Department of Psychology offers a paper named '*Psychology of Gender*' to discuss gender and sex differences in terms of personalities, health and work-roles.

Hindi department offers a paper on gender issues titled '*Asmita-moolak Vimarsh aur Hindi sahitya*'.

Our curricular approach to gender sensitisation is supplemented by various co-curricular activities through Girls' Association, Gender Sensitizing Committee and Internal Complaints Committee (ICC). These activities include webinars, lectures, open mic sessions, debates, and cultural and art programmes.

The Gender Sensitizing Committee and Student Grievance Redressal Committee is entrusted to sensitize students about existing gender disparities and to inculcate a collective responsibility to question regressive gender practices. ICC is designated to address the grievances of students and faculty in cases of sexual and mental and physical harassment.

To further foster inclusivity and safety, the college is well equipped with CCTV cameras covering the entire campus including outdoor and indoor areas. Both male and female guards are there at the entrance gate. Visitors are allowed on the basis of a gate pass and their entry is recorded. Students' entry in college is strictly based on College ID.

We have a Girls Common Room with good seating arrangement and ambience along with Washroom, Female attendant, Sanitary Napkin Vending Machine, magazines and newspapers and indoor games including Table tennis, Carrom and Chess.

Vocational training in tailoring is given to the girls' students the college by trained staff with no fee. Self-defence training camps in collaboration with Delhi Police are organised for women students.

The college has a Medical and Counselling room, where a counselling Psychologist is available in the college on daily basis and a Gynecologist and General Practitioner visits the college every alternate day for medical consultation. During the COVID-19 pandemic a Teachers Counselling Team was constituted to counsel the students in the situation of stress.

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>
Provide Links for any other relevant document to support the claim (if any)	<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>
Certificates of the awards received from recognized agency (if any).	<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:**

Zakir Husain Delhi College is dedicated to fostering an inclusive environment that champions harmony among diverse societal groups. Guided by our motto, 'Live by Love,' the college actively promotes inclusivity through several key initiatives.

- First, we are committed to **inclusive education**, which starts with providing socio-economic advancement, safeguards, and opportunities to marginalized communities. We adhere to constitutionally mandated affirmative action, including reservations, to integrate socially and economically disadvantaged groups into the mainstream and support the educational needs of persons with disabilities (PwD).
- Our celebration of **diversity** is evident in the multicultural events we organize. These include

music and dance performances, food festivals, and art exhibitions, reflecting our commitment to cultural, linguistic, and regional diversity. We facilitate cultural associations such as the Bengali Literary Society, Arts and Culture Society, North Eastern Students' Association, and Malayali Students' Association. Additionally, we offer language courses in Urdu, Arabic, Bengali, Persian, and Sanskrit to enrich students' understanding of different cultures.

- To further support **inclusivity**, we conduct **sensitization** workshops and seminars on critical social issues, including gender equality and communal harmony. Our student support services include scholarships, counseling, and career guidance. We provide specialized funds like the *Vidya Devi Education Fund* and the *Sri Narain Nigam Memorial Scholarship* to assist economically marginalized students and PwD.
- Our infrastructure is also designed to be inclusive, featuring ramps, tactile pathways, and a disabled-friendly website. The college's Enabling Unit plays a crucial role in recognizing and supporting the unique abilities of differently-abled students and staff, embodying our commitment to **equity** and inclusion.

Zakir Husain Delhi College is dedicated to fostering awareness of **constitutional obligations, duties, and responsibilities** among its students and staff through various initiatives. Annual democratic student union elections cultivate a sense of responsibility. The college adheres to a strict code of conduct, including the Handbook on Sexual Harassment of Women, and displays these guidelines on its website. To uphold rules and address grievances, the college has established multiple committees, including Grievance Redressal, Anti-Smoking, Gender Sensitizing, Internal Complaint, and Anti-Ragging Committees.

- Commemorative events, such as Independence Day and Republic Day, are observed with ceremonial honors. The college also celebrates International Women's Day with events and webinars on relevant issues, in collaboration with CDLSA. For United Nations Day, a panel discussion was held on "India in United Nations: Interplay of Interests and Principles." International Yoga Day is marked with yoga sessions and slogan writing competitions. The college commemorates Mahatma Gandhi and Netaji Subhas Chandra Bose with dedicated events and talks.
- Active participation in National Service Scheme (NSS) drives, such as cleanliness, cloth donation, and plantation drives, alongside the Nature and Environment Society's efforts, reinforces the college's commitment to environmental responsibility and national values.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
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:** Eco-friendly campus and Sustainable Development**Objectives of the Practice**

At Zakir Husain Delhi College (ZHDC), we are dedicated to creating an environmentally responsible campus. Our goals include eliminating plastic and e-waste, reducing carbon footprints, and achieving self-sustainability in energy and water. We strive to foster a culture that is aware of and actively addresses climate change by adopting sustainable practices that benefit both our campus and the environment.

**The Context**

Climate change and resource depletion are pressing global issues. ZHDC aims to address these challenges by integrating sustainability into our curriculum and campus operations. We seek to instill environmental respect and responsibility among our students and staff, ensuring that our campus serves as a model for sustainable living.

**The Practice**

ZHDC has implemented a range of eco-friendly initiatives:

1. **Plantation:** Our campus features Herbal, Rock, and Rose gardens. The Herbal garden includes various medicinal and aromatic plants. The Nature and Environment Society, Aranya, conserves native tree species through a nursery that grows and distributes trees like Moringa oleifera and Acacia senegal to other institutions.
2. **Solid Waste Management:** Since 2005, we segregate waste into green and blue bins. We practice vermi-composting to produce nutrient-rich manure and maintain a paperless administration. We also collaborate with the NGO Jagruti to recycle used paper.
3. **E-waste Management:** Partnering with Attero Recycling Pvt. Ltd., we handle e-waste responsibly. Collection boxes are provided for e-waste, which is then sent for recycling.
4. **Water Conservation and Solar Energy:** We use a rain water recharge pits and solar panels, which generate over 50,000 units of electricity annually, reducing CO2 emissions by approximately 1,733.37 tonnes, equivalent to planting 2,774 teak trees.
5. **Green Practices:** Our 'Say No To Plastic, Use Cloth Bag' campaign and promotion of eco-friendly colors during festivals support our environmental goals. We also organize an annual 'Inter-College Rolling Shield Environment Quiz' to raise awareness.
6. **Audits:** Regular Green and Energy Audits by accredited agencies help us assess and enhance our environmental practices.

**Evidence of Success**

1. **Native Tree Nursery:** Developed with BNHS, this nursery distributes native tree species to other

institutions.

2. **Solar Panels:** The 50.22 KW installation reduces CO2 emissions and generates over 50,000 units of electricity annually.
3. **Vermi-Composting:** Four pits convert organic waste into green manure, avoiding chemical fertilizers.
4. **Awards:** Our Herbal Garden has won First Prize in the University of Delhi's Annual Flower Show for four years and continues to receive accolades.

### **Problems Encountered and Resources Required**

1. **Waste Collection:** While the College segregates waste, the MCD does not follow it up with separate collection, thereby laying to waste our efforts.
2. **Plant Maintenance:** Extreme weather complicates plant care without a greenhouse. We manage this currently by relocating plants to sheltered areas.

**Resources Required:** Maintaining the campus requires water, manure, shelter for plants, and manpower. Space constraints limit our ability to establish a greenhouse, although we manage manure needs through vermi-composting.

### **Best Practice 2**

1. **Title of the Practice:** Knowledge Oasis: Mirza Mehmood Beg Library
2. **Objectives of the Practice**

The Mirza Mehmood Beg Library at Zakir Husain Delhi College (ZHDC) is committed to conserving knowledge, expanding ideas, and supporting educational and research programs. Established in 1792, it is one of Delhi University's oldest libraries. With a collection of approximately 90,000 documents and a fully air-conditioned environment, it provides a productive space for students and faculty.

#### **1. The Context**

In line with the National Education Policy 2020's focus on digital literacy, the library has been fully automated since 2017-2018. It uses Web Centric LSEase for operations, including three circulation points and Online Public Access Catalogue (WebOPAC) services. This shift from a manual to an automated system was accomplished by the college's internal staff, showcasing a successful modernization effort.

The library features air-conditioned reading halls to seat 200 plus students and multimedia labs with computers and faculty enclosures. These labs connect users to Delhi University's network and offer remote access to e-resources and photocopying facilities.

#### **1. The Practice**

Several practices are in place to promote academic values and inclusivity:

- **Enabling Unit:** Supports differently-abled users with Braille books and Lex Scanner software, which converts printed text to voice, ensuring accessibility for visually impaired students.
- **Library Hours:** Open year-round except Sundays and University holidays, from 8:30 AM to 8:30 PM on weekdays, offering extensive access to its resources.
- **Book Bank:** The largest in Delhi University, with about 12,000 books and 500 new titles added annually. It provides textbooks to students at no extra cost, reducing financial burdens.
- **Social Media:** The library uses its Facebook page to provide Current Awareness Services (CAS), Reference Services, and updates on examinations, results, and syllabi.
- **Motivational Activities:** In line with NEP 2020’s focus on lifelong learning, the library organizes workshops, quizzes, and book exhibitions, including the biennial ‘Bhisham Sahani Book Fair. Important occasions like National Librarian’s Day and Gandhi Jayanti are marked with book exhibitions to foster reading and knowledge-seeking.

### 1.Evidence of Success

The library’s strict code of conduct ensures high usage with minimal issues. Effective collaboration with department heads maintains a relevant and up-to-date collection. The Book Bank has alleviated financial stress of students by providing essential textbooks at no extra cost.

### 1.Problems Encountered and Resources Required

The current library space is insufficient for the college’s needs. Expanding the library could be facilitated by relocating the ZHDC (Evening) college library to the new building, allowing the Mirza Mehmood Beg Library to enhance its reading and research facilities for both students and faculty.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
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:**

Located at the cusp of Old and New Delhi, Zakir Husain Delhi College, occupies a unique position

because of its demographics and diversity. To nurture this diversity and integrate students in a syncretic ethos is an important thrust area of our teaching and learning practice. The academic and cultural life of the college is enriched by a *diversity of languages* that are offered. The college takes pride in offering Persian and Arabic at the honors level, the only college in Delhi University to do so. Urdu, Sanskrit, Bengali, Hindi, and English are the other languages offered. The presence of such wide range of languages has contributed towards building a vibrant literary culture. There are magazines in all almost all the languages and creative writing is encouraged amongst students. Academic events, debates, quizzes, seminars are organized by different departments. We have the unique distinction of hosting *bait baazi*, ghazal competitions, *mushairas*, *dasatngoi* performances, along with Sanskrit *shloka* recitations, Sanskrit qawwali, and Rabindra sangeet. Music, dance, theatre performance in different languages and from different regions of India also add richness to the cultural life of the institution.

The college admits students from all the regions of India from different socio-economic backgrounds including first generation learners. The college has played a pivotal role in *bridging educational gaps* and has had a modernizing influence in the nearby areas. ZHDC is committed to fulfil its Institutional Social Responsibility by facilitating students' access to financial assistance and/or fee-concessions depending on their need through the *Student Aid Committee*. Additionally, the Staff Association has a *voluntary fund* to provide partial financial assistance to students towards meeting their fees. The college library offers *Book Bank facility* that loans books to students for the whole session with preference being given to economically underprivileged students Building on its rich historical legacy, the college is a beautiful blend of tradition and modernity and offers opportunities to student to excel in sciences as well as classical languages.

Apart from the Internal Complaints Committee, in order to create *safe working spaces*, the college has a *Gender Sensitization Committee* and *Girl's Association* that discuss issues related to gender equality and address legal, economic, health, and social aspects of gender-based discrimination. Workshops, lectures, and sensitization programs are conducted to create awareness about sexual harassment at workplace. The curricular aspects also keep the gender issues center stage by offering courses on gender studies, women empowerment, women's writing, queer studies that aim to *inculcate solidarity among social groups*. The college encourages female students to take on leadership roles, take part in sporting events, and participate in the cultural life of the college. The teaching learning thrust of the institution is to create a more sensitized atmosphere amongst students and ensure *gender balance and justice*.

Other than excelling in academics, our institution aims to foster a *culture of peace and harmony*. To fulfill this objective, **Gandhi Study Circle** spreads the message of Mahatma Gandhi, especially among the youth and students, by organizing a host of activities such as lectures, seminars, and symposiums. To create a socially conscious and critically thinking student community, lectures and discussions are also conducted by the **Dr. B. R. Ambedkar Centre** and **Vivekananda Study Centre**.

Zakir Husain Delhi College has prioritized providing quality education to its students, with a particular focus on *infusing critical thinking with creativity*. One area where the college has excelled in this regard is through its *theatre program*. The college has a well-established theatre society that is highly regarded in the Delhi University circuit. The society provides students with the opportunity to explore their creativity and hone their theatrical skills through workshops, training sessions, and regular performances.

The theatre program at ZHDC has produced some of the most talented performers .one of the distinctive features of the theatre program at Zakir Husain Delhi College is its focus on using theatre as a tool for social change. The society often puts on plays that deal with social issues, such as gender inequality,

environmental degradation, and communal harmony. These plays not only entertain but also educate and raise awareness among audiences. Overall, the theatre program at Zakir Husain Delhi College is a testament to the college's commitment to providing a well-rounded education to its students. The program has produced some of the most talented performers and socially conscious individuals in the Delhi University community.

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

## 5. CONCLUSION

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### Additional Information :

Academic research and collaborations have been a high point of the College enabling its faculty to earn laurels in their respective research domains.

E-governance is practised in all the functioning of the College beginning from admissions to examination, attendance and internal assessment records. Library is fully automated including the automated administrative procedures. All services are made available to students and faculty in a convenient, efficient and transparent manner.

Literature has been a great passion with the students of Zakir Husain Delhi College. The college has Literary Societies for Arabic, Bengali, English, Persian, Sanskrit, Hindi Sahitya Sabha and Bazm-e-Adab for Urdu.

The College under Vivekanand Study Centre with the support of faculty members aims to carry out translation and cultural studies to tap the potential of diversity of language courses offered in the college.

College also brings out a number of magazines each year, the Rambler (English), Rashmi (Hindi), Barna Mala (Bengali), World Com (Commerce), EON (History), Spectrum (Science), Awaaz (Political Science), Srishti (Nature and Environment Society), Behind the Reins (Philosophy) and Antodaya (Gandhi Study Circle) all by different societies and each with an individual voice.

The College looks forward to increased campus placements and internships by introducing hands-on experience and assisting students in professional and skill development.

Under the initiative of IQAC, Skill Development Learning Centre has been established for coordinating various skill-based add-on and certificate courses conducted by the College. A variety of Add-on Courses are offered to students to give them an edge in today's job market.

Promoting distance education for all stakeholders, College conducts the academic counselling sessions for School of Open Learning, University of Delhi. IGNOU Study Centre for Bachelor of Science Courses is also being hosted by the College.

College endeavours to improve its functioning by a continuous feedback mechanism from students, teachers, parents, alumni etc.

### Concluding Remarks :

With a legacy of over 300 years, Zakir Husain Delhi College has a long tradition of excellence in the disciplines of Humanities, Commerce as well as Sciences. It runs 22 undergraduate programmes witnessing a huge influx of bright minds every year.

The IQAC at Zakir Husain Delhi College plays a crucial role in improving the academic and administrative performance of the institution. Through institutionalising best practices, it enhances teaching learning process by promoting a culture of academic rigour, organising Seminars/Workshops, providing research support, and



facilitating collaborations. These initiatives empower faculty to pursue innovative research and contribute significantly to their respective fields.

The College through various statutory bodies like the Proctorial Board, Anti-Ragging Committee, Student Grievance Cell, Internal Complaints Committee and Enabling Unit is actively involved in promoting equity and inclusivity on the College campus.

The College has always provided students an active platform to excel in extra-curricular activities. Various societies of the College such as Arts and Culture Society; Nature and Environment Society; Debating Society; NCC and NSS unit of the college; along with forums like Ambedkar Centre, Vivekananda Study Centre, Quiz Society, MUN Society and Counselling and Placement Cell, North East Students Counselling Cell, Girls Association, Media Committee, Gandhi Study Circle are active throughout the session for the all-round development of the students.

The annual student's union festival, Aadab is one of the most popular events hosted by the institution which hosts a spectrum of academic and cultural events. The other events organised by the College includes TAARUNYA'24, a National Youth Convention, Zakir Husain Memorial Annual Parliamentary Debate, Annual Sports Meet and Ninad - Annual Festival of Arts and Culture Society, Suvigyan – Science Festival to name a few. Showcasing India's rich cultural heritage and tradition various events under Azadi ka Amrit Mahotsav, G-20 and Viksit Bharat@2047 have also been organised by the College.

ZHDC, with its rich legacy and commitment to academic excellence, continues to foster progressive education and intellectual growth, shaping future leaders for a dynamic world.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :12</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded due to repetitive names</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>158</td> <td>221</td> <td>615</td> <td>83</td> <td>55</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>158</td> <td>140</td> <td>594</td> <td>35</td> <td>30</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded due to repetitive names</p>	2023-24	2022-23	2021-22	2020-21	2019-20	158	221	615	83	55	2023-24	2022-23	2021-22	2020-21	2019-20	158	140	594	35	30
2023-24	2022-23	2021-22	2020-21	2019-20																	
158	221	615	83	55																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
158	140	594	35	30																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 812</p> <p>Answer after DVV Verification: 0</p> <p>Remark : DVV has made change as per supporting document shared by HEI and input value "0" has been considered as we have not received certificate for students undertaking project work/field work/ internships</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to</b></p>																				

be considered)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1722	1449	1662	1510	1999

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1629	1574	1504	1461	1461

**2.1.1.2. Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1797	1795	1795	1795	1580

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1797	1795	1795	1795	1580

Remark : DVV has made necessary changes

**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:

2023-24	2022-23	2021-22	2020-21	2019-20
923	791	899	749	988

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
757	661	708	681	668

**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:

2023-24	2022-23	2021-22	2020-21	2019-20
1072	1072	1072	1072	851

Answer After DVV Verification :

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2023-24	2022-23	2021-22	2020-21	2019-20
889	889	889	889	783

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded due to excess of seats in reserve category

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
232	232	232	232	232

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
210	204	216	217	224

Remark : DVV has made change as per supporting document shared by HEI and value have been downgraded as we have excluded faculty joining less than 10 months

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
133	199	171	189	133

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
92	99	94	71	36

Remark : DVV has made necessary changes as per supporting document shared by HEI as per attached link and values have been downgraded as we have considered Publication in the current UGC CARE with ISSN Number with functional link and has considered calendar year (JAN-DEC)

#### 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

##### 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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
47	54	54	45	42

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
38	39	50	33	20

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have considered Books with ISBN number title which includes author, department, school, division, year of publication and has followed the calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
83	92	47	62	59

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	2	3	2	3

Remark : DVV has made necessary changes as per supporting document shared by HEI as per above link shared in comment and value have been downgraded as we have excluded days celebration and National Festivals like Gandhi Jayanti , Yoga Day, Mitit mera desh campaign etc

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 :23

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded based on functional MOU shared and have excluded MOU less than 5 days

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:

2023-24	2022-23	2021-22	2020-21	2019-20
40.97	56.97	61.92	55.69	64.02

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10.90	19.37	26.61	28.48	20.00

Remark : DVV has made changes as per audit report shared by HEI and has considered Expenditure for infrastructure development and augmentation including construction of building/ purchase of Lab equipments/ academic equipments/ furniture & fixtures/vehicle during the year

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:

2023-24	2022-23	2021-22	2020-21	2019-20
53.61	50.49	52.07	54.99	53.18

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
53.61	5.96	4.29	2.78	5.01

Remark : DVV has made changes as per audit report shared by HEI and has considered repairs and maintenance of infrastructure (physical facilities and academic support facilities)

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
438	343	255	268	172

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

23	5	5	0	0
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**5.2.1.2. Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1639	1440	1279	1279	1100

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1639	1440	1279	1279	1100

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded based on score card and offer letter shared by HEI

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
45	15	2	2	4

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
35	9	1	0	0

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded based on qualifying certificate shared

**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 : 218            Answer after DVV Verification : 125</p>										
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b>             Answer before DVV Verification:</p> <table border="1"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2023-24	2022-23	2021-22	2020-21	2019-20					
2023-24	2022-23	2021-22	2020-21	2019-20							

218	208	216	218	226
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Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
210	204	216	217	224

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
289.23	320.45	661.74	1320.53	2421.60

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
289.23	416.87	670.15	837.10	757.23