



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ZAKIR HUSAIN DELHI COLLEGE (EVENING)

JAWAHARLAL NEHRU MARG, NEW DELHI-110002

110002

www.zhdce.ac.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Zakir Husain Delhi College (Evening), a constituent college of the University of Delhi, seamlessly blends its illustrious history with the needs of modern times. Established as a Madrasa dating back to 1798 under Ghaziuddin Firoz Jung's patronage, it evolved into *Delhi College* in 1825 during British rule. Despite facing challenges during the freedom struggle and post-partition disruptions, the College was revived through the dedicated efforts of figures like Mirza Mehmood Begg, who initiated evening classes in 1958 for working students.

From its inception, the College has embraced the ethos of "Live by Love" and has transitioned from serving primarily employed students to welcoming a diverse student body reflective of the University's demographics. Its strategic location, particularly beneficial for female students in Old Delhi, has been instrumental in enabling continued education for many.

The College is probably the only, but certainly one of the few colleges of the Delhi University that offers undergraduate courses to its students in seven languages as diverse as Bengali, Urdu, Sanskrit, Hindi, English, Persian and Arabic. It prides itself in having students from various states of the nation who bring in new vitality to the spirit of confluence and syncretism. The College remains committed to its development trajectory, evident in all its initiatives which serve as a testament to its dedication to student success and academic excellence.

Vision

Mentor; Educate; Empower: Creating Leaders of Tomorrow

- Zakir Husain Delhi College (Evening) is guided by its motto "Live by Love". Cognizant of our long tryst with history, the College strives to be a bridge between the old and the new – moving forward keeping in tune with the times, and yet, making every effort to uphold the values and ethics that characterized the old Delhi College in the 19th century. It continues to maintain the "Ganga Jamuni Tehzeeb".
- The College strongly upholds the principles of secularism, tolerance, gender and social justice. It symbolises a steadfast dedication to fundamental personal and societal principles such as compassion, societal duties, fairness and democratic governance.
- The College ethos combines tradition and modernity through its commitment to ideals rooted in a scientific, academic and intellectual tradition.
- The College's vision is also in line with the vision of Delhi University - "Nishtha Dhriti Satyam" – a commitment to dedication, steadfastness and truth.
- The College is committed to transforming the lives of its primary stakeholders – the students by enabling, empowering and enlightening them not just through teaching-learning inside the classroom but also through various co-curricular activities and sports, research and other extension activities.

- Aware of its unique character, the College is committed to social empowerment for all by making education inclusive and accessible to all the students belonging to diverse sections of society.
- The constant mentoring by the faculty with this vision enables our graduates to excel in the real world and become architects of a new India and a new global world order.
- The College is steadfastly committed to a holistic educational vision directed at shaping young lives into a fellowship of socially responsible citizens, committed leaders and visionary innovators.

Mission

“**Vidya Dadati Vinayam**” – Knowledge begets Humility. The mission of Zakir Husain Delhi College (Evening) is to inspire the next generation who will proudly take the country forward towards the mission of Viksit Bharat while remaining humble and grounded. To this effect, our goals and objectives are the foundation of all our activities in the college:

To realise our vision and fulfil our mission our goals are:

- Imparting of a holistic, high-quality education to all our stakeholders, including skill development and extension activities outside the classroom.
- Provide an aesthetically and culturally conducive environment that motivates students to achieve a cohesive and coherent intellectual development.
- Encourage all stake holders to give back to the institution and contribute to the task of nation-building.
- Foster values of humanity, social responsibility, equity and democracy in students and inculcate in them the need to be kind to everyone.
- Inculcate environmental consciousness among the students and highlight the need to be in harmony with the environment.
- To create an inclusive-atmosphere and cater to the needs of both slow and advanced learners.
- To provide the best possible infrastructure and latest technological aids to facilitate the teaching-learning process.
- To generate more career opportunities for students and make them employable.
- Encourage industry-academia collaborations for helping students gain global acceptance with a competitive edge.
- Nurture environmental consciousness oriented towards sustainable practices.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Centrally located**, symbolically at the threshold of the old Walled city and the relatively new, New Delhi.
- Connected to the various parts of the city through three separate metro stations - New Delhi, Barakhamba Road and Delhi Gate – on different lines, with good connectivity with other modes of transportation.
- The proximity of the College to Old Delhi encourages parents, even of conservative families, to send their daughters to the Evening College. These young women are often the **first generation of learners**, and they get an opportunity to further their education.
- The College has a **large, well-maintained ground** for various sports and an upcoming multi-storey Academic block which will be operational soon.

- The College has a ‘Mother Dairy’ outlet in the College for healthy drinks and juices. **No aerated beverages are served in the College canteen.**
- **44 CCTV cameras** cover every inch of the College premises.
- The College has **filled up all faculty vacancies** advertised till June 2022.
- This is one of the few colleges of Delhi University that conducts its own Convocation.
- The College has a **well-stocked library** with a rich collection of books, journals, magazines and newspapers. There are **223 rare books in subjects like Persian, Urdu and Arabic.**
- The College offers Honours courses in **English, Hindi, History, Persian, Political Science, Sanskrit, Urdu** and Commerce at UG level and Hindi, Philosophy, Political Science at PG level. **This is the only College in the University to offer so many languages as Honours subjects** along with **Arabic and Bengali** at B.A programme level. Under the UGCF-NEP, students from various Colleges of DU, even outside our cluster, attend classes for AEC languages in our college.
- The College brings out a magazine in four languages every academic session. **Of these, the Bengali magazine, *Krishiti* is a peer-reviewed ISSN journal and the Urdu magazine *Shyam-E-Hyat* is on the UGC Care List of journals.**
- The College also provides **financial assistance** and scholarship to the needy students. Wakf Council Scholarship, H.H. Zuberi Aid fund and R.Venkateshan Aid Fund. Monetary awards such as Nidhi Devgan Memorial award, Shyama Saxena award, Arunabh Borgohain Memorial Awards are given to the deserving candidates during the Annual Prize Distribution ceremony.

Institutional Weakness

- The College is currently upgrading its physical infrastructure, which will enable us to have individual department rooms, more smart classrooms and computer laboratories.
- The new infrastructure, which should become operational soon will provide us with the much needed time and space to start add on courses.
- As an Evening College, our young colleagues face difficulty in leaving their children at home while at work. A creche is the need of the hour which should be operational in the new building.
- The College has initiated work on strengthening the Alumni connect. Efforts are ongoing to increase the alumni membership, and have better interaction and engagement with its alumni. This will also open up possibilities of resource generation.
- The College is in works to further enhance optical fibre-based internet connectivity for the institution through the university internet services. This will enable us to have more smart classrooms in the coming years.
- We aim to connect with other academic institutions in the country as well as organisations and build partnerships that will help students streamline smooth integration into industry and academia.
- The College is in the process to upgrade both its digital infrastructure and supporting staff to enable digital mediated education.
- The College is deeply cognizant of the increasing issues of mental health being faced by the students, particularly post-pandemic. Our efforts are targeted towards having the services of a full-time counsellor in the college.
- The College is striving to improve data management software for maintaining records like attendance, students’ progression, employee-related services like leave record etc. and to streamline its data management.
- The College requires a research support system to help teachers and students to carry out their research work.
- There is no hostel facility available for the students in the nearby area which makes it even more

difficult for girls to attend classes.

Institutional Opportunity

The College is today in a prime position to reach greater heights in the coming days. The appointment of permanent, full time faculty members and non-teaching staff has given the whole system a much-needed stability. Some opportunities for us in the coming future include:

- Opportunities for academic collaboration with national and international institutes.
- Under the UGCF-NEP, the Value-Added Courses and Skill Enhancement courses provide a lot of variety for students to explore. With the wide basket of language related courses, it is a prime opportunity for the College to set up a language lab and multimedia lab in the new Academic block.
- Take advantage of our excellent, qualified and young faculty members to focus on more innovation projects, research guidance etc. and increasing the research output among faculty and students through improved infrastructure.
- Provide financial aid to faculty for furthering their research pursuits and in being able to attend and participate in national and international conferences, seminars, workshops, etc.
- Start Honours courses in other subjects like Economics, Philosophy, Maths and Bengali. We already have a faculty for these subjects.
- Generate funding from various sources like the Alumni Body and the industry, the College will be able to recognise its deserving, meritorious students by conferring more awards, getting them internships and apprenticeship, having better and more placements.
- Start add-on courses in languages, taking advantage of the wide basket of languages that the College has to offer.
- ICT based courses including MOOC and other such avenues will present a bouquet of courses to choose from for students as per their interest. This use of technology, in accordance with the needs of present-day pupils, will open doors to different strata of society, thus promoting inclusive education.
- The College aims to set up an Entrepreneurship and Innovation cell once our new Academic block becomes operational.
- The College also proposes to regularly organise Faculty Development programmes in partnership with different Teaching-Learning Centres of the Government which will enable faculty members to upgrade their skills and also provide a source of resource generation for the institution.

Institutional Challenge

- Many of our students come from rural areas and from the Hindi medium background and they find difficulty in articulation and in comprehension of languages, particularly English. The College takes special care in improving their communication skills through a sustained interaction and personal out-of-the-classroom guidance.
- To successfully implement the vision of the NEP, institutions need resources that can augment funding received from the UGC. For instance, the NEP pays prime importance to Indian languages, however there is a distinct lack of reading material available for the students in these languages.
- Courses must be designed keeping in mind student interests and opportunities. For the optimum desired outcome of a course, facilities are needed for which resource generation is a challenge.
- Having and acquiring infrastructure – physical and digital - to match the rapidly changing/growing number of students is also a big challenge.

- In today's world, it is imperative for students to have digital accessibility. The College would like to provide all needy students with laptops with the latest software and tools but is unfortunately unable to meet the demand.
- The College attracts many students from economically deprived families across the country. These students need the extra assistance – whether in terms of fees, buying textbooks or any other financial assistance. The College does try and utilise as much of the library budget as possible in acquiring textbooks and essential reading books for the students as per their demands, however we are unable to satisfactorily cater to everyone's needs.
- Presently, the late timings of the College are a major challenge for the students, especially girls, many of whom come from far off areas and need to rely on public transport to reach home.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Zakir Husain Delhi College (Evening), as a constituent college of the University of Delhi strictly follows the UGC approved curriculum structure passed by the statutory bodies of the University.

The College offers courses under CBCS-LOCF and UGCF-NEP (since 2022-23) as per the approved syllabus. Regular orientation programmes are conducted for the students to keep them fully informed of the choices that they can make to broaden their academic horizons. Students fill out Google forms every semester to choose their Discipline Specific Electives (DSE); Generic Electives (GE); Skill Enhancement Courses (SEC) and Value Added Courses (VAC).

Classes are conducted in accordance with the university academic calendar and the college activity calendar, and the college timetable is rigorously followed. Review and feedback methods have been implemented to consistently assess and enhance students' understanding, and make necessary adjustments to promote curriculum enrichment and facilitate syllabus assimilation.

The College also addresses students' grievances regarding the implementation of the curriculum and difficulties in learning and understanding. The Class Representatives play an important role at the departmental level, while the Academic Supervisory Committee resolves any curriculum-related issues at the college level and makes the assessment schedule.

Students are evaluated for Internal Assessment (IA), Continuous Assessment (CA) and Practicals according to university guidelines through projects, presentations, assignments, and class tests. The evaluation and attendance data are available on the students' portal on the college website for performance monitoring. At the end of the semester, the students are evaluated through examinations as per university norms.

Faculty members actively participate in the process of syllabus design at the University; in setting question papers and evaluation. In addition, to broaden perspectives, programmes such as lectures, talks and conferences are organized in collaboration with the IQAC on various socio-political-cultural-economic issues.

Feedback mechanisms – formal and informal - are in place at various parallel levels – mentor-mentee, class representative and the formalised feedback structure. The feedback is analysed by the Feedback Review committee and necessary action is taken.

Teaching-learning and Evaluation

The admission process in Zakir Husain Delhi College (Evening), is marked by transparency, in strict adherence to the guidelines provided by the University of Delhi. The college implements the reservation policy of the Central Government, which has been adopted by the University of Delhi. At the college level, before the implementation of CUET, upto 3% relaxation was given to girl students for a positive gender ratio. All these measures get reflected in the demography of the college which is pan-Indian in character, with representation from varied states and social groups.

The student is at the centre of the teaching-learning process in Zakir Husain Delhi College (Evening) – be it in academics or extra-curricular activities. To ensure the continuance of quality education, the educators keep themselves updated by participating in Refresher Courses/Orientation Courses/FDPs, to learn about the newer methodologies and latest developments in the field.

Critical thinking, creativity, and scientific temper is nurtured among the students through innovative pedagogy, encouragement towards independent research in the form of projects for internal assessment, team work, participation in extra-curricular activities. These are reflected in the learning outcomes of the college which is further strengthened through constructive feedback from the alumni, keeping in mind the holistic vision of the college which has the pupil as its focus.

Research, Innovations and Extension

This criterion focuses on the research, innovations, and extension activities at the College over the past five years. The College has signed MOUs with educational institutes and NGOs to facilitate joint research and faculty student exchange program. The College's dedication to inclusive development, efficient teaching, and research commitment is a testament to its efforts in fostering an innovative ecosystem. The College's faculty members play a crucial role in conducting research, publishing scholarly works, and guiding doctoral students. The College supports academic pursuits by offering grants for duty and study leaves, enabling faculty members to participate in conferences both nationally and internationally. The faculty demonstrated their dedication to academic scholarship and the dissemination of knowledge by publishing ample research papers in UGC CARE-listed journals during this time. The College has taken a strong stance in Extension Activities, prioritizing community service, environmental conservation, health, cultural heritage, digital literacy, national unity, and global citizenship. Notable programs that have been put into action include initiatives for a cleaner Bharat, blood donation camps, and various awareness campaigns. The NSS and NCC have played vital roles in carrying out these activities, fostering discipline, teamwork, and a sense of responsibility among students. Moreover, over the past five years, the college has actively engaged in 105 extension and outreach programs in conjunction with industry, community, and non-governmental organizations through the NSS/NCC initiative. **The College publishes five magazines. Notably, Sham-e-Hayat, the magazine by the Urdu Department is enlisted in the UGC-Care.**

Infrastructure and Learning Resources

Zakir Husain Delhi College (Evening) offers a robust academic environment supported by extensive infrastructure and modern amenities to facilitate holistic development for all stakeholders. With a total of 80 classrooms (lectures and tutorials) including Porta-Cabins, the College ensures ample space for academic activities. Additionally, essential amenities such as an Auditorium, Seminar Hall, and AV Room cater to various events, presentations and meetings.

The College prioritizes physical well-being and extracurricular engagement through a well-equipped sports infrastructure, featuring a Games Room, Chess Area, Multi -purpose Sports Hall, Kabaddi field, and Badminton Court. Off-campus sports facilities further enhance students' recreational opportunities.

Diversity in extracurricular activities is promoted through 17 Student Clubs and Societies dedicated to different departments, social causes, and scholarly pursuits, fostering a vibrant campus community.

The College Library is a cornerstone of Academic resources, boasting automation through the Integrated Library Management System [ILMS] platform. With a vast collection of 63,367 books, subscriptions to magazines and newspapers in multiple languages, and provisions for Wi-Fi access and comfortable reading spaces, the Library supports scholarly pursuits and research endeavors. Specialized accommodations, such as dedicated computers equipped with assistive technologies, cater to the needs of differently-abled students, ensuring inclusivity.

Technological advancement is evident throughout the campus, with comprehensive Wi-Fi coverage, ICT-enabled classrooms, and a robust network infrastructure comprising routers, switches, and servers. The installation of 44 CCTV cameras ensures campus safety and security.

Through its commitment to Academic excellence, inclusivity, and technological innovation, the College creates an enriching educational experience for its students, faculties and staff.

Student Support and Progression

The cornerstone of an educational institution is its students and Zakir Husain Delhi College (Evening) acknowledges their merit and excellence by **conferring several awards, medals and merit scholarships to the students** during the Annual Prize Distribution ceremony. The College is committed to provide maximum support to students in all aspects their academic journey.

Eligible students are provided **financial assistance** for their education through scholarships and fee concessions. The College also organises **regular programmes on soft skills and life skills development** for students and non-teaching staff. These lectures/workshops/conferences on improving communication skills, soft skills, IT skills etc augment the classroom teaching and prepare the student for the professional space. Similarly, lectures on career counselling and guidance for competitive examinations are organised to give direction to their career prospects.

The College has a **well-structured institutionalised grievance mechanism** through the bodies such as the Anti-ragging Committee, Internal Complaints Committee against Sexual Harassment, Grievance Redressal Committee, Academic Supervisory Committee etc. The details of these committees are displayed prominently on the College website.

To enable holistic growth of students, the College provides several opportunities to **display their talents and**

skills in the field of sports and cultural activities. Students represent the College and the University in various university, state, national and international level competitions. Many students have won prestigious awards and brought laurels to the institution.

The College has an **Alumni Association** to facilitate interaction with the students even after they have left the portals of the institution.

Governance, Leadership and Management

Zakir Husain Delhi College (Evening) has demonstrated exemplary performance across all indicators outlined in Criterion 6, showcasing a robust framework of governance, visionary leadership and efficient management practices.

The governance structure is transparent and participative, characterized by inclusive decision-making processes and clear lines of authority. The institution fosters an environment where stakeholders are engaged in strategic planning, ensuring alignment with our mission and objectives. The leadership, both at the administrative and academic levels, exhibits a commitment to excellence, innovation and ethical conduct. Strategic planning forms the cornerstone of our management approach, with well-defined goals and objectives. Resource allocation is prioritised to optimize outcomes, leveraging the financial, human and infrastructural resources effectively. The institution demonstrates prudent financial management practices, ensuring fiscal responsibility and sustainability over the long term.

Human resource management practices are integral to the functioning with a focus on attracting, retaining and nurturing talent. Professional development initiatives are prioritised to enhance the skills and capabilities of the faculty and staff, fostering a culture of continuous improvement and innovation. All the mechanisms are in place to ensure compliance with statutory and regulatory requirements. Through regular self-assessment mechanisms, the institution continuously evaluates governance, leadership and management practices, striving for excellence and improvement.

The College excels in fulfilling the requirements of Criterion 6 of NAAC, demonstrating exemplary governance, leadership and management practices. These efforts contribute significantly to our institutional effectiveness and sustainability to fulfil its academic and societal responsibilities.

Institutional Values and Best Practices

The College has taken a significant initiative to promote gender equity and equality in the institution by implementing comprehensive programs and policies. These initiatives focus on creating an **inclusive and supportive environment for all students**, regardless of gender. As part of the efforts to maintain gender balance in the classroom, **admission concession** used to be given to girl students before CUET. The college conducts regular awareness campaigns to educate the community about the importance of gender equality. These campaigns address stereotypes, biases and promote a culture of respect and co-existence. The College has conducted a **gender audit** and is committed to working on the recommendations in order to make the institution an inclusive and safe space for its students. The College is a **Zero Sexual Harassment tolerance** campus and strict action is taken once any member of the college community is found guilty of the same by the ICC.

Zakir Husain Delhi College (Evening) is committed to making its campus diversity friendly by enhancing its inclusive facilities and constructive linkages between diverse groups. We encourage admission and participation of students from various socio-cultural backgrounds to foster intercultural integration.

The College offers courses in Sanskrit, Arabic, Urdu, Hindi, Persian and Bengali languages, and our campus encourages linguistic harmony as students interact with each other. **The College publishes magazines in four languages - Bengali, English, Hindi and Urdu.**

The **annual festivals of Arts and Culture Society, and North-East Society among others are celebratory reinforcement** of our rich cultural heritage. **Unity in diversity** is one of the key practices of our college. This is reflected in the language teaching also. Apart from English and Hindi, Zakir Husain Delhi College (Evening) teaches five more languages: Arabic, Sanskrit, Urdu, Persian and Bengali. This is a true reflection of our multi-lingual culture.

Various programmes and seminars, like Hindi Diwas, Mehfil-e-Mushaira, International Mother Tongue Day, International Webinar on Global Social Structures: Differences and Similarities, Sufi-Bhakti Confluence–Historical, Cultural and Literary Interface are testimony to our efforts to promote cultural and linguistic diversity. These are some of the practices which make our college unique in this nature.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | ZAKIR HUSAIN DELHI COLLEGE (EVENING) |
| Address | Jawaharlal Nehru Marg, New Delhi-110002 |
| City | New Delhi |
| State | Delhi |
| Pin | 110002 |
| Website | www.zhdce.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|-----------------------|-------------------------|------------|--------------|-------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Masroor Ahmad Beg | 011-23231899 | 7838340356 | 011-23237480 | zhpge.college@gmail.com |
| Professor | Madhumita Chakraborty | 011- | 9312260281 | - | madhumita@zhe.du.ac.in |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Evening |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | | |
|-----------------------|---------------------|-------------------------------|
| State | University name | Document |
| Delhi | University of Delhi | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 16-07-1958 | View Document |
| 12B of UGC | 16-07-1958 | View Document |

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---|--------------------------------|--------------------|---------|
| No contents | | | | |

Recognitions

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

Location and Area of Campus

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|------------------|---|-----------|----------------------|--------------------------|
| Main campus area | Jawaharlal Nehru Marg, New Delhi-110002 | Urban | 25293 | 10280 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BCom,Commerce,Honours | 48 | CUET | English,Hindi | 78 | 78 |
| UG | BCom,Commerce, | 48 | CUET | English,Hindi | 153 | 141 |
| UG | BA,English,Honours | 48 | CUET | English | 19 | 18 |
| UG | BA,English,Political Science | 48 | CUET | English | 5 | 5 |
| UG | BA,English,History | 48 | CUET | English | 5 | 5 |
| UG | BA,English,Economics | 48 | CUET | English | 5 | 5 |
| UG | BA,Hindi,Economics | 48 | CUET | Hindi | 5 | 5 |
| UG | BA,Hindi,Honours | 48 | CUET | Hindi | 19 | 16 |
| UG | BA,Hindi,Political Science | 48 | CUET | Hindi | 5 | 5 |
| UG | BA,Hindi,History | 48 | CUET | Hindi | 5 | 5 |
| UG | BA,History,Political Science | 48 | CUET | English,Hindi | 23 | 23 |
| UG | BA,History,Honours | 48 | CUET | English,Hindi | 19 | 18 |
| UG | BA,Persian,History | 48 | CUET | English,Hindi | 5 | 4 |
| UG | BA,Persian,Political Science | 48 | CUET | English,Hindi,Urdu | 5 | 4 |
| UG | BA,Persian, | 48 | CUET | English,Hindi | 19 | 12 |

| | | | | | | |
|----|---------------------------------|----|------|------------------------|----|----|
| | Honours | | | i,Urdu | | |
| UG | BA,Persian,Economics | 48 | CUET | English,Hindi | 5 | 3 |
| UG | BA,Political Science,Honours | 48 | CUET | English,Hindi | 19 | 19 |
| UG | BA,Sanskrit,Economics | 48 | CUET | Hindi,Sanskrit | 5 | 4 |
| UG | BA,Sanskrit,Political Science | 48 | CUET | English,Hindi,Sanskrit | 5 | 4 |
| UG | BA,Sanskrit,History | 48 | CUET | English,Hindi,Sanskrit | 5 | 3 |
| UG | BA,Sanskrit,Honours | 48 | CUET | Hindi,Sanskrit | 19 | 11 |
| UG | BA,Urdu,Political Science | 48 | CUET | Hindi,Urdu | 5 | 4 |
| UG | BA,Urdu,Honours | 48 | CUET | Urdu | 19 | 11 |
| UG | BA,Urdu,Economics | 48 | CUET | English,Hindi,Urdu | 5 | 4 |
| UG | BA,Urdu,History | 48 | CUET | Hindi,Urdu | 5 | 3 |
| UG | BA,Philosophy,Economics | 48 | CUET | English,Hindi | 7 | 5 |
| UG | BA,Philosophy,Political Science | 48 | CUET | English,Hindi | 7 | 6 |
| UG | BA,Arabic,Political Science | 48 | CUET | Hindi,Urdu | 5 | 4 |
| UG | BA,Arabic,History | 48 | CUET | Hindi,Urdu | 5 | 4 |
| UG | BA,Arabic,Economics | 48 | CUET | Hindi,Urdu | 5 | 5 |
| UG | BA,Bengali, | 48 | CUET | English,Hindi | 5 | 2 |

| | | | | | | |
|----|---|----|------|-----------------------|----|----|
| | Political Science | | | i,Bengali | | |
| UG | BA,Bengali, Economics | 48 | CUET | English,Hindi,Bengali | 5 | 4 |
| UG | BA,Bengali, History | 48 | CUET | English,Hindi,Bengali | 5 | 2 |
| UG | BA,Economics,History | 48 | CUET | English,Hindi | 23 | 19 |
| UG | BA,Economics,Human Resource Management | 48 | CUET | English,Hindi | 16 | 15 |
| UG | BA,Economics,Tax Procedures and Practices | 48 | CUET | English,Hindi | 16 | 16 |
| UG | BA,Economics,Political Science | 48 | CUET | English,Hindi | 23 | 20 |
| UG | BA,Economics,Mathematics | 48 | CUET | English | 11 | 8 |
| PG | MA,Hindi, | 24 | CUET | Hindi | 30 | 3 |
| PG | MA,Political Science, | 24 | CUET | English | 30 | 0 |
| PG | MA,Philosophy, | 24 | CUET | English | 30 | 0 |

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 | | | | 100 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 | 35 | 0 | 99 |
| Yet to Recruit | 0 | | | | 0 | | | | 1 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | | | |
|---|-------------|--|---------------|--|---------------|--------------|
| | Male | | Female | | Others | Total |
| Sanctioned by the UGC /University State Government | | | | | | 35 |
| Recruited | 21 | | 3 | | 0 | 24 |
| Yet to Recruit | | | | | | 11 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | | | 0 |
| Recruited | 0 | | 0 | | 0 | 0 |
| Yet to Recruit | | | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| 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

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 14 | 4 | 0 | 12 | 8 | 0 | 26 | 14 | 0 | 78 |
| M.Phil. | 0 | 0 | 0 | 2 | 1 | 0 | 2 | 1 | 0 | 6 |
| PG | 0 | 0 | 0 | 0 | 1 | 0 | 8 | 6 | 0 | 15 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 |

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 499 | 1097 | 0 | 0 | 1596 |
| | Female | 207 | 259 | 0 | 0 | 466 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 3 | 0 | 0 | 0 | 3 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|----------|--------|--------|--------|--------|--------|
| SC | Male | 280 | 384 | 369 | 422 |
| | Female | 51 | 68 | 47 | 85 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 47 | 0 | 0 | 0 |
| | Female | 8 | 92 | 83 | 155 |
| | Others | 0 | 12 | 9 | 19 |
| OBC | Male | 550 | 707 | 646 | 637 |
| | Female | 118 | 121 | 85 | 92 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 937 | 1290 | 1110 | 902 |
| | Female | 303 | 389 | 290 | 354 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 289 | 138 | 79 | 83 |
| | Female | 45 | 15 | 2 | 29 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 2628 | 3216 | 2720 | 2778 |

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Zakir Husain Delhi College (Evening) facilitates and encourages its primary stakeholders, the students, to develop, not just their academic prowess in their core area of study, but also inculcate in them characteristics that empower and enable them to become global leaders in their chosen profession. The College syllabi also reflect the vision of multidisciplinary, with students undertaking various Generic Elective and Skill Enhancement Courses from various disciplines. Academic flexibility and multidisciplinary are also the basic foundation on which the National Educational Policy 2020 (NEP 2020) is built and this is also reflected in the Undergraduate Curriculum Framework (UGCF) adopted by the University of Delhi. The NEP allows for the study of various Value-Added Courses (VAC), Skill Enhancement Courses (SEC), Generic Elective courses (GE) and AEC (Ability Enhancement courses) – all of which have interdisciplinarity as the core and provide opportunity for students to enhance their ability and skills to face the personal and professional challenges. Students are given the option to choose papers of their choice in these courses through a Google Form that is circulated at the start of each semester, and are allotted the same, subject to university rules and guidelines. Under the NEP, students pursuing a Honours course in a particular subject can also acquire a minor degree in another subject by obtaining a certain number of credits in the secondary subject, and the college timetable makes provisions to facilitate the same. Each Department conducts its own Orientation Programme to acquaint students of the various aspects of the papers enabling them to make proper choice as per their interest. In the coming days, the college will make more options available to the students through MOOCs and other ICT driven courses, which will also provide opportunities for education to those who may have had to drop out for various reasons and will make education more inclusive. All the multi-disciplinary courses are hence targeted towards the making of an educated, informed citizen and leader of the future.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>As notified by the University, each student of Zakir Husain Delhi College (Evening) has a login ID to their individual Academic Bank of Credit (ABC) portal. This portal is a repository that digitally stores</p> |

the credits acquired by the student from various recognized Higher Education Institutions (HEIs). An Academic Bank of Credit under the NEP has been established in order to digitally store the academic credits earned by students from various recognized Higher Education Institutions (HEIs). The ABC facilitates academic flexibility to students in the scheme of multiple entry and exits during the course of a chosen programme under the NEP 2020. As notified by the UGC and accepted by University of Delhi, Certificate will be awarded to students who exit at the end of the first year after successfully fulfilling the academic requirements. Similarly, students exiting at the end of the second year would be awarded a Diploma; an exit after the third year would make students eligible for a Degree and after four years of study, they would be eligible for a Degree with Research. As per the guidelines of the NEP, a student who exits the program at any time before the final year, are eligible to rejoin after a gap and further pursue their higher education. This enables a student to acquire the required credits for a Certificate/Diploma/Degree at any point and provides them with the necessary arrangement for lifelong learning. Furthermore, the depository will also provide opportunities to students for attending the courses of their choice in other institutions and earn credits for designing their own degree. This will make the process of credit transfer from one institution to another, either at national or international level, efficient. Zakir Husain Delhi College (Evening) has also appointed a Nodal officer for the implementation and upkeep of the ABC repository at the college level.

3. Skill development:

In the modern day, skill enhancement is an essential tool for all students. Zakir Husain Delhi College (Evening) not only encourages all students to improve and evolve their critical, innovative, and analytical thinking skills but also facilitates the same. The College is committed to imparting skills to students in order to acquire a level of competency in accordance with the objectives of the National Skill Qualification Framework (NSQF) introduced by Government of India in 2013. Under the CBCS system, each student attended two Skill Enhancement Courses (Honours) and four courses (Programme). Under the UGCF-NEP, this has been further

expanded. Now each student, irrespective of course has to attend a minimum of six skill enhancement courses (1 per semester for the first 6 semesters). In addition, students are also offered Value Added Courses (VAC), Generic Elective papers which In the modern day, skill enhancement is an essential tool for all students. Zakir Husain Delhi College (Evening) not only encourages all students to improve and evolve their critical, innovative, and analytical thinking skills but also facilitates the same. The College is committed to imparting skills to students in order to acquire a level of competency in accordance with the objectives of the National Skill Qualification Framework (NSQF) introduced by Government of India in 2013. Under the CBCS system, each student attended two Skill Enhancement Courses (Honours) and four courses (Programme). Under the UGCF-NEP, this has been further expanded. Now each student, irrespective of course has to attend a minimum of six skill enhancement courses (1 per semester for the first 6 semesters). In addition, students are also offered Value Added Courses (VAC), Generic Elective papers which are intended to supplement the core papers studied by them. The NEP 2020 clearly intends to equip students with better understanding of the professional ethics and human values to face the personal and professional challenges. Skill Enhancement Courses play a major role in this regard. Some of the popular Skill Enhancement papers offered by the college are: Communication in Professional Life, Public Speaking, Personality Development and Communication, Rachnatmak Lekhan, Constitutional Values and Leadership, Basic IT Tools, Negotiation and Leadership, etc. These courses are opted by large numbers of students in each semester. In addition, students are encouraged to develop these skills on the ground through participation in various academic and extra-curricular activities. For instance, students interested in public speaking may join the Debating Society or the Arts and Culture Society, those interested in writing can be part of the Editorial boards of the college magazines or write articles for the same. All these forums and spaces encourage students to reach out at national level and globally to prove their skills and talent. The College has a Nodal Officer for the Skill Enhancement Courses who coordinates among colleagues and with the

| | |
|---|---|
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>university.</p> <p>Zakir Husain Delhi College (Evening) is unequivocally dedicated to establishing an environment that propels innovation, generates knowledge, and ensures its widespread diffusion across diverse segments of society. The college shares a common vision with the Ministry of Education's Indian Knowledge System (IKS) initiative, aiming to revitalize and promote indigenous knowledge. IKS is a pioneering platform for interdisciplinary research, preservation and dissemination of India's rich cultural and traditional knowledge. It endeavours to explore diverse aspects of Indian heritage, spanning fields such as Arts and Literature, Agriculture, Basic Sciences, Engineering & Technology, Architecture, Management, Economics, and beyond. Furthermore, IKS actively engages in the propagation of traditional knowledge, fostering a deeper understanding and appreciation of India's cultural heritage. By doing research and societal applications in these domains, IKS contributes to the holistic development of the nation, bridging the gap between traditional wisdom and modern advancements. Aligned with this objective, the various departments in the College offer courses tailored to the goals of the Indian Knowledge System Cell. Some examples of the major courses offered by different departments at Zakir Husain Delhi College (Evening) are: English 1. Indian Classical Literature 2. Language, Literature and Culture 3. Text and Performance: Indian Theories and Traditions 4. Cultural Diversity 5. Culture and Communication (VAC) History 1. Ethics and Values in Ancient Indian Traditions (VAC) Philosophy 1. Indian Philosophy (DSC) 2. Introduction to Indian Philosophy (Minor) 3. Ethics and Culture (VAC) Mathematics 1. Vedic Mathematics Sanskrit 1. Epigraphy I & II (DSC) 2. Sanskrit Epics (DSC) 3. Vedic Samhita and Grammar (DSC), 4. Vedanga Jyotisha and Scientific Heritage (DSC) 5. Upanishad and Gita (AECC), 6. Essential Principal of Ayurveda (AECC) 7. Indian Epigraphy and Palaeography (GE) A testament to the institution's commitment to holistic development is evident through the vibrancy of its National Service Scheme (NSS) and National Cadet Corps (NCC) units. The college places a premium on skill development and innovation, for</p> |
|---|---|

students, teaching staff and non-teaching personnel through purposeful capacity-building initiatives and knowledge-centric academic events, meticulously organised by the Arts and Culture Society, Bazm-E-Adab, and Debating Society. Furthermore, various academic departments curate and publish magazines in languages including Hindi (Rajanigandha), English (Vesper), Bengali (Krishti) and Urdu (Sham-E-Hyat), along with a magazine in Commerce (Biz Today). Notably, Sham-e-Hayat, the magazine by the Urdu Department is enlisted in the UGC-Care. In addition, Krishti (Bengali Magazine) is a ISSN peer-reviewed journal and was included in UGC list of journals till May 2019. As part of the NEP, the College encourages its students to choose from a wide range of 21 languages within the cluster college framework for AEC courses, for example, Bengali, Punjabi, Tamil, Urdu, Manipuri, Assamese, Telugu, Marathi, Malayalam, Odia, Kannada, Kashmiri, Maithili, Dogri, Nepali, Gujarati. Since a large number of languages are offered in the college, students from the cluster as well as beyond come to the college to study subjects like Bengali and Urdu.

5. Focus on Outcome based education (OBE):

Zakir Husain Delhi College (Evening) strives to fulfil its academic responsibilities towards its students through a dedicated, well-structured and streamlined manner. The college already promotes outcome-based education through an environment where standard teaching procedures are complemented by student engagement and participation beyond the classroom. This is facilitated by focusing on experiential learning through a host of societies such as the Debating Society, Film and Photography society, Civil Services Society, Arts and Culture society, Eco-club, Gandhi Study Circle and Ambedkar Study Circle among others – which hone the skill sets of students. The college has diligently and in totality followed the Learning Outcomes based Curriculum Framework (LOCF) introduced by UGC in July 2019 and the UGCF-NEP introduced in 2020, which focus on making learning student-centric, interactive and outcome-oriented with well-defined and achievable goals. The Internal Quality Assurance Cell (IQAC) -

- Organises lectures, seminars/webinars, workshops and conferences to elevate the academic level and research skills.
- Encourages students to participate in various extra-

curricular and sports activities in the college and also in other institutions. • Regular mentor-mentee interactions between faculty and students. They are counselled, guided and encouraged regarding their future and career prospects. Classroom - • Lectures and Tutorial/CA classes allow for a more practical teaching-learning experience which facilitates interaction for a better understanding of the subjects. • Extra classes and remedial classes, especially to help students from the marginalised sections of society, are arranged and readings for the papers are provided to students. • Educational tours and field trips are organised on a regular basis by Departments such as Commerce to provide students with exposure to real life situations. Students are encouraged to find solutions to the same. • There is continuous and comprehensive evaluation system for all courses – through assignments, class tests, projects, group discussions, presentations – which allow for the overall holistic development of students.

6. Distance education/online education:

The global Covid 19 pandemic has changed education forever globally and has made it much more accessible. Zakir Husain Delhi College (Evening) has also kept abreast with this changing reality around us. During the pandemic, the College made use of the MS Teams platform to conduct classes, assessment and evaluation. The faculty were provided multiple trainings on the various aspects of MS Teams. Online resources were made available to students on the College website as well as through WhatsApp and email. In addition, the IQAC conducted various webinars through Zoom and Google meet on various topics. The University conducted Open Book Examination (OBE) for the students and the faculty members participated in evaluation of the same. Regular online orientation webinars on the examination process were conducted regarding the same. The College continues with the practice of making e-resources available to students even after the pandemic. The online reading material including books, journals, etc. can be also accessed through the Delhi University Library System (DULS). Internal assessment of students including evaluation of assignments, class tests, practicals, etc., are often conducted through various online means such as MS Teams assignment, Quizziz, etc. All marks are uploaded on the student portal on the

college website and the students can check their attendance and Internal Assessment marks regularly. The College has ICT enabled classrooms, seminar rooms and AV room which are used for audio-visual screenings as part of classroom teaching. The hybrid mode of teaching-learning is facilitated by the strong Wi-Fi network. The College has also signed Memorandum of Understanding (MoUs) with other institutions of repute for academic cooperation, student/teacher internship and training programmes, holding of lectures, seminars, webinars, etc. Collaborative research, mentorship, field trips, and promotion of e-learning and other related academic exercises. In addition, the College is also a centre for IGNOU.

Institutional Initiatives for Electoral Literacy

| | |
|--|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, SVEEP program of the college functions under the ambit of the NSS. |
| 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? | SVEEP Ambassadors have been appointed and they have been working to conduct various programmes under the guidance of the NSS Program Officer. The executive members (staff and students) are representative of the diverse sections of the society. |
| 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. | Celebration of National Voters Day on 25 January every year. For 2022-23, the theme was 'Nothing Like Voting, I Vote for Sure'. Programs organised included documentary screening and telecast of the ECI song "Main Bharat Hoon." Students and faculty members took the Voters Pledge. Intra-College Competitions (Speech competition and Handmade Poster Making Competition) were organised by the college. The theme of the Competition was VOTER AWARENESS. Our SVEEP Campus Ambassadors also helped various students and the members of the non-teaching staff in making their EPIC and tried to resolve related issues throughout the year. SVEEEP Campus ambassadors were constantly guided by NSS Programme Officer. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, | Awareness generating programmes are carried out on a regular basis to educate the students and staff regarding the relevance of the democratic process of |

| | |
|--|---|
| <p>publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>elections. SVEEP Campus Ambassadors with the support of our NSS unit set up a helpdesk in our College Campus for Voter ID registration to register various new voters and change some basic issues related to voter's registration of existing voters. Additionally, they had also organised Inter-College (Quiz & Extempore Speech) competitions. Students of the college gain first hand experience of elections during the DUSU and college students union elections. The elections are conducted via EVM and this is often their maiden experience with the use of the EVM. Students campaigning for the various positions abide by the guidelines set by the Lyngdoh Commission. They are encouraged to publish their manifestos and create videos regarding their election agenda which are published on the college website. The college has also held Presidential Debates between the various candidates.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>The college has conducted various programmes to encourage the students to register as voters: 1. Helpdesk set up in the College Campus for Voter ID registration to register various new voters 2. Voting awareness programmes are being conducted in the run up to the General Elections 2024</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2670 | 3040 | 2554 | 3109 | 2919 |

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

2 Teachers

2.1

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

Response: 99

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

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 99 | 89 | 84 | 84 | 84 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 43.08 | 32.88 | 18.36 | 31.53 | 39.74 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Zakir Husain Delhi College (Evening), a constituent College of the University of Delhi, strictly adheres to the UGC-approved curriculum regularly updated by the university. The college administration ensures a structured and effective implementation, revision and upgrading of the curriculum through a well-developed system.

The academic session starts with Teachers- in-Charge of each department submitting workload requirements to the Workload Committee for approval, and timetables are framed accordingly in collaboration with the Timetable Committee. Timetables detailing papers, teachers, practical and tutorial slots, room and lab numbers are posted on the College website.

The onset of the UGCF-NEP has given students a bouquet of choices in the papers that they choose to study. Hence, before the start of each session, students fill their course preferences through a Google form, and papers in each course are allocated to teachers based on their preferences at the departmental level.

Under the Choice Based Credit System (CBCS), students can choose a Skill Enhancement Course (SEC), a Generic Elective (GE) and a Discipline Specific Elective (DSE) from respective pools of courses offered by different departments. Formal orientation programs familiarize the students with the course structure and the importance of various courses.

Teachers utilize ICT tools for effective curriculum delivery in well-equipped classrooms. Additionally, students have access to other means of enhancing their learning such as guest speakers, seminars, workshops, educational trips, symposia and co-curricular activities. Student progress is continuously monitored through regular assignments, class tests and presentations. Departmental councils interact with class representatives regularly to address student problems and improve the teaching-learning mechanism.

The College ensures regular engagement of classes to maintain academic quality and strictly adheres to the university rules for attendance, imparting values of discipline and regularity to the students. The College website has a student portal that displays the Internal Assessment (IA) marks and the cumulative attendance to each student every semester. The Academic Supervisory Committee of the College constantly monitors different aspects of the curriculum and the responsiveness of the students to the same.

One teacher representative from every department keeps track of the books required by the students in

different subjects, and the library is continually replenished with new books through funds separately allocated to each department. The College conducts its semester exam according to the Delhi University guidelines, with internal evaluations done by subject teachers, and external evaluators appointed for practical assessment. Deputy Superintendent(s) and non-teaching staff manage external examinations, following assigned duties as per university rules.

During the Covid-19 pandemic, online classes were conducted through MS Teams as per the duly notified timetable. In addition, class tests, quizzes and assignments were also administered over the same medium.

End semester Open book examinations were conducted by the University. The students were also given access to the online library resources provided by the university on its website during the pandemic. Examination results are analyzed at the department and Staff Council levels to enhance academic growth and quality.

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

1.2 Academic Flexibility

1.2.1

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

Response: 14

| File Description | Document |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs | View Document |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | View Document |
| Institutional data in the prescribed format | View Document |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | View Document |

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: 3.48

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 497 | 0 | 0 | 0 | 0 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Zakir Husain Delhi College (Evening) underscores the significance of education being purpose-driven, aiming to contribute positively to society, communities and the nation. It acknowledges the importance of sensitizing students to issues like professional ethics, gender equality, human values, environmental care and sustainability, integrating them into its curriculum.

Special attention is devoted by teachers to highlight the relevance of these issues in students' lives. Various societies and committees within the College foster discussions and awareness regarding ethics, gender, human values and the environment. Societies such as the Film and Photography Society, the Women's Development Committee, the Sports Society, and the Debating Society actively engage students in discourse on these cross-cutting issues.

Literary and performative art festivals organised by departmental societies serve as platforms for performances, street plays, and dance sequences that bring these issues to the forefront of discussion. The National Service Scheme (NSS) further encourages students to serve society through various drives such as cleanliness campaigns, plantation drives and ecological visits, instilling in them a sense of responsibility towards their local surroundings and beyond.

All departments strictly adhere to the curriculum prescribed by the University of Delhi, which includes

the Choice Based Credit System (CBCS) since 2015 and the implementation of the National Education Policy (NEP) since 2022. Papers offered under this curriculum, including Generic Elective Courses, Skill Enhancement Courses, Value Addition Courses, Discipline Specific Electives, Ability Enhancement Courses (AECC), and Core Courses, extensively cover aspects related to these issues.

Prior to 2022, the curriculum was designed with a Learning Outcome Based Curriculum Framework (LOCF, 2019-2022), aiming to prepare students for making transformative contributions to society. It fosters values such as well-being, emotional stability, critical thinking, social justice and employability, instilling sensitivity and empathy towards societal issues.

In addition to formal curricular activities, seminars, talks, debates, workshops and student sensitization programs are regularly organised to facilitate learning on these issues. Interdisciplinary approaches embedded in the curriculum equip students to become empowered and aware global citizens.

Furthermore, the magazines of the College and department, editorial write-ups, research papers, artworks and themes of various festivals are organised to address these issues. The comprehensive curriculum contributes to holistic education, fostering debates, analyzing societal connections and explaining the development of diverse ideologies. It prepares students for their roles in capacity building and social responsibility, enhancing their competence and sensitizing them to contemporary discourse.

Overall, Zakir Husain Delhi College (Evening) strives to provide a well-rounded education that equips students with the knowledge and skills to contribute meaningfully to society and address contemporary challenges

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

1.3.2

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

Response: 18.61

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

Response: 497

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

1.4 Feedback System

1.4.1

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

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

| File Description | Document |
|---|-------------------------------|
| Feedback analysis report submitted to appropriate bodies | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 96.48

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 497 | 595 | 595 | 525 | 474 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 595 | 595 | 595 | 525 | 474 |

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: 95.3

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 279 | 353 | 353 | 283 | 232 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 353 | 353 | 353 | 283 | 232 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 26.97

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 student is at the centre of the teaching-learning process in Zakir Husain Delhi College (Evening) – in academics or extra-curricular activities. Overall development of the students is at the heart of the approach which is adopted by the college, in accordance with the guidelines of the University of Delhi.

In the classroom, ICT tools are used to arouse the interest of the students in the papers being taught. The educators keep themselves updated by participating in Refresher/Orientation/FDPs, to learn about the newer methodologies and latest developments in the field. FDPs in ICT Tools have been attended by teachers to keep themselves abreast of newer developments in the field. The College also organises training sessions for faculty in this area. For instance, during the pandemic when classes shifted online, multiple training sessions for the faculty were organised by Microsoft and the College for effective online teaching using the MS-Teams platform. These training sessions were conducted on 8 August 2020, 4 September 2020, 1 October 2020 and 4 December 2020.

The Library is well-equipped with both physical books and journals as well as e-resources which the College subscribes to individually (for instance the N-List) as well as at the University level, through Delhi University Library System (DULS). The students are encouraged to use the library independently and learn to access e-resources for further research and to prepare for further studies.

The College has well-equipped computer laboratories with internet connectivity which the students use extensively. Assignments are often in the form of individual as well as group presentations, for which they use ICT tools and learn to work with their peers. Regular workshops and seminars in the students' areas of interest also help sustain and grow their interest in their chosen areas of study. Apart from such experiential learning, participative learning and problem-solving methodologies, film screenings pertaining to the texts being taught are also held frequently.

Regular feedback is also taken from students through interaction in tutorials groups and from mentor-mentee sessions which enable the educators to tweak their teaching methodologies. The Academic Supervisory Committee also monitors and evaluates the quality of teaching keeping in mind the well-being of the student.

Critical thinking, creativity and scientific temper are nurtured among students through innovative pedagogy, encouragement towards independent research in the form of projects for internal assessment, team work, participation in extra-curricular activities and field trips organised by departments like Commerce, History and Environmental Studies. The Arts and Culture Society, the NCC unit of the college, the NSS unit, the Debating Society, the Women's Development Cell, and the societies of each department organise multiple programmes throughout the year for the purpose of the overall development of the students.

Under NEP-UGCF 2020, many new Skill Enhancement Courses and Value Addition Courses have been introduced which encourage a more hands-on method of learning like Digital Empowerment, Social and Emotional Learning, Fit India, to name only a few.

All of these factors cumulatively contribute to creating an effective student-centric method of pedagogy.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 90.53

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 100 | 100 | 86 |

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

2.4.2

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

Response: 97.73

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 97 | 87 | 82 | 82 | 82 |

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Centralized Evaluation System of the University of Delhi is followed in all its colleges, and students are made aware of this system even before they take admission through pre-admission counselling. The prospectus of the University of Delhi as well as those of the individual colleges carry information regarding this point. Information pertaining to details of the evaluation are posted on the college notice-board and are also available on the college website.

On taking admission, the students are made aware of these parameters through the General Orientation and Departmental Orientations conducted at the commencement of each Academic Session.

Special Orientations were also held in 2022-23 to keep the students updated regarding the changes made in the evaluation process under the UGCF-NEP 2020 on 02.11.2022 by Prof. Madhumita Chakraborty and Prof. Pakiza Samad.

Changes are introduced by the University periodically, which are strictly adhered to. The major changes which have been implemented recently have been in accordance with the guidelines issued under NEP 2020, which was introduced in the University from 2022-23. While earlier, for CBCS and LOCF, 25% marks was for internal assessment and 75% was for the final semester examination, in the UGCF system which is currently being followed has different patterns of assessment depending on different credit distributions of papers. As per the guidelines issued by the University of Delhi [Addition to Ordinance VIII – EC Resolution No. 60-1 (6-1-13) dated 3.2.2023] the assessment pattern has been changed radically, with varying methods of evaluation for different papers.

The guidelines given in the aforementioned [Addition to Ordinance VIII – EC Resolution No. 60-1 (6-1-13) dated 3.2.2023 and its amendments] for tutorials, practicals and examinations are followed

strictly. The Academic Supervisory Committee in consultation with all Teachers-in-Charge decide the dates for submission of Internal Assessment (IA) marks and Continual Assessment (CA) marks, which is followed by the teaching community. Internal Assessment and Continual Assessment marks are shared with students for verification, before being sent to the University Portal.

The final evaluation is generally done at the Centralized Evaluation Centre (CEC), in accordance with the schedule and venue decided by the University of Delhi, beforehand. Members of the faculty participate in setting question papers and evaluating scripts at the Central Evaluation Centre decided by the University of Delhi. However, during the pandemic, examinations were held online as was the evaluation.

In case a student is not satisfied with his/her grades, provisions are in place for them to improve them, following the guidelines mentioned in the guidelines [Addition to Ordinance VIII – EC Resolution No. 60-1 (6-1-13) dated 3.2.2023 and its amendments].

Multiple checks enable a smooth functioning of the system and reduce errors and complaints.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

In the interest of facilitating a transparent evaluation process and with the aim of attaining Program Outcomes (PO) and Course Outcomes (CO), Zakir Husain Delhi College (Evening), displays all information pertaining to it, on its website.

Learning had been made student-centric and a dynamic process, not only under the aegis of NEP-UGCF 2020, but also under Choice-based Credit System (CBCS) and Learning Outcomes-based Curriculum Framework (LOCF) being followed at the University of Delhi, previously. All of these frameworks have syllabi which have well-defined goals to be attained and are posted on the website of the college with their details: learning objectives, course outcomes and suggested readings.

Orientation Programmes, both departmental and at the college level, help the students to be aware of the POs and COs of the courses that they are going to pursue.

The College adheres to the directives of the University and the faculty keep themselves informed of the

changing curricula and pedagogical innovations, to enable the students to achieve the POs and COs. The Academic Calendar of the University of Delhi is followed in terms of organising the timetable of the faculty deciding the extracurricular activities. Prior knowledge of the process of assessment and evaluation, aids the students immensely in following the curriculum.

The classrooms are equipped with ICT tools and students are encouraged to make use of the e-resources subscribed to by the University of Delhi and the college (like the N-List). However, learning happens not only in the classroom but also beyond, through participation of the students in the variegated workshops, talks, seminars, field trips and activities organised by the departmental societies as well as NSS, NCC, and the Women’s Developmental Cell, to name only a few.

The mentor-mentee sessions also help in communication regarding POs and COs and in finding solutions to the problems in the attainment of the same.

Feedback is regularly collected from students enrolled in the institution as well as from the alumni, which is evaluated and utilised to attain the vision of the institution. The Alumni are called in for interactive sessions, which serve as a way of inspiring the current students in the attainment of their aims.

The students are kept informed of the Programme Outcomes and the Course Outcomes and issues pertaining to them through the student portal on the college website, through departmental meetings and the representation of class representatives in these meetings, and through the alumni association to communicate with the alumni of the college.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Zakir Husain Delhi College (Evening), as a constituent college of the University of Delhi follows the prescribed syllabus approved by the Academic Council of the University. The syllabus which is designed by the faculty of the constituent colleges, including this college, has program outcomes clearly stated at the outset. These are communicated to the student when he/she joins the institution. Programme Outcomes (PO) function at the macrocosmic level as benchmarks of learning goals to be attained by a student during their educational journey, while the more specific and clearly measurable Course Outcomes (CO) help set the roadmap for qualitative and quantifiable pedagogical methods, which are student-centric.

The evaluation of attainment of POs and COs, following NEP-UGCF 2020, is a continuous process. Zakir Husain Delhi College (Evening) has an enabling milieu for effective learning where classroom participation, internal assessment, continual assessment as well as final semester exams help in determining the attainment of POs and COs. The clearly laid-out system of internal assessment with its in- built checks and balances as well as the transparent system of grievance redressal for the end-semester exams also help in the attainment of these objectives.

The syllabus is regularly updated, with the most recent changes being introduced in accordance with NEP-UGCF 2020. The new General Elective Papers, Skill Enhancement Courses and Value Addition Courses which have been introduced under the aegis of this initiative, focus on making the student

prepared for the changing times and have recalibrated the course outcomes accordingly.

Regular mentor-mentee sessions help in ironing out the impediments in the attainment of these goals. The IQAC and Academic Supervisory Committee oversee the teaching-learning process regularly to keep track of these aims and recommend timely interventions for their achievement. Moderation committees at the departmental and college level also keep a tab on these learning outcomes.

The final results of the students become not only a measure of the performances of the pupils but also an indicator of the efficacy of the pedagogical innovations, put in place by the institution. Positive intervention for students who fare poorly and incentives in the form of recognition and awards to meritorious students, also help in the attainment of these objectives.

Interaction with the alumni of the college also helps evaluate the POs and COs: their feedback has helped the faculty identify the lacunae, plan and improve upon the future roadmap of the institution as well as given a renewed level of confidence to the educators on seeing the alumni performing well across platforms. As the oldest college of the University of Delhi, it has a robust alumni who are ubiquitous in academia, the legal profession, journalism, the corporate sector as well as the Civil Services.

Faculty, who keep themselves abreast of the changing curricula by participating in FDPs, an updated syllabus, and the systems put in place for transparent assessment and evaluation, and a mechanism for regular feedback – all help in the evaluation of the Program and Course Outcomes across disciplines in Zakir Husain Delhi College (Evening).

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

2.6.3

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

Response: 82.81

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

last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 691 | 715 | 1093 | 439 | 858 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 799 | 772 | 1334 | 617 | 1062 |

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Zakir Husain Delhi College (Evening) is unequivocally dedicated to establishing an environment that propels innovation, generates knowledge, and ensures its widespread diffusion across diverse segments of society. At the heart of the College's mission lies a concerted effort to promote research activities among its teaching faculty, transcending disciplinary boundaries. Faculty members actively participate in the supervision of doctoral theses, making substantial contributions to the advancement of research and innovation.

The College shares a common vision with the Ministry of Education's *Indian Knowledge System (IKS)* initiative, aiming to revitalize and promote indigenous knowledge. IKS is a pioneering platform for interdisciplinary research, preservation and dissemination of India's rich cultural and traditional knowledge. It endeavours to explore diverse aspects of Indian heritage, spanning fields such as Arts and Literature, Agriculture, Basic Sciences, Engineering & Technology, Architecture, Management, Economics, and beyond. Furthermore, IKS actively engages in the propagation of traditional knowledge, fostering a deeper understanding and appreciation of India's cultural heritage. By doing research and

societal applications in these domains, IKS contributes to the holistic development of the nation, bridging the gap between traditional wisdom and modern advancements. Aligned with this objective, the various departments in the College offer courses tailored to the goals of the Indian Knowledge System Cell. Some examples of the major courses offered by different departments at Zakir Husain Delhi College (Evening) are:

| Department | Papers offered under IKS (samples) |
|-------------|--|
| English | <ol style="list-style-type: none"> 1. Indian Classical Literature 2. Language, Literature and Culture (LOCF) 3. Text and Performance: Indian theories and traditions 4. Cultural Diversity (LOCF) 5. Culture and Communication (VAC) |
| History | <ol style="list-style-type: none"> 1. Ethics and Values in Ancient Indian Traditions (VAC) |
| Philosophy | <ol style="list-style-type: none"> 1. Indian Philosophy (DSC), 2. Introduction to Indian Philosophy (Minor), 3. Ethics and Culture (VAC) |
| Mathematics | Vedic Mathematics |
| Sanskrit | <ol style="list-style-type: none"> 1. Epigraphy I & II (DSC) 2. Sanskrit Epics (DSC) 3. Vedic Samhita and Grammar (DSC), 4. Vedanga Jyotisha and Scientific Heritage (DSC) 5. Upnishad and Gita (AECC), 6. Essential Principal of Ayurveda (AECC) 7. Indian Epigraphy and Palaeography (GE) |

A testament to the institution's commitment to holistic development is evident through the vibrancy of its National Service Scheme (NSS) and National Cadet Corps (NCC) units. The College places a premium on skill development and innovation, extending its purview to students, teaching staff and non-teaching personnel through purposeful capacity-building initiatives and knowledge-centric academic events, meticulously organised by societies such as the Arts and Culture Society, Bazm-E-Adab, and Debating Society.

Furthermore, various academic departments curate and publish magazines in languages including **Hindi (Rajanigandha)**, **English (Vesper)**, **Bengali (Krishhti)** and **Urdu (Sham-E-Hyat)**, along with a magazine in Commerce (**Biz Today**). **Notably, Sham-e-Hayat, the magazine by the Urdu Department is enlisted in the UGC-Care list. In addition, Krishhti (Bengali Magazine) is a ISSN peer-reviewed journal and was included in UGC list of journals till May 2019.** A quantitative testament to the institution's commitment to academic scholarship and knowledge dissemination is the noteworthy publication of a

number of research papers by the faculty members of the College in journals in UGC CARE list in the last five years.

| | |
|-------------------------------|-------------------------------|
| File Description | Document |
| Upload Additional information | View Document |

3.2.2

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

Response: 34

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 1 | 17 | 9 |

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.45

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 13 | 7 | 5 | 10 |

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

3.3.2

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

Response: 0.27

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 8 | 3 | 7 |

| File Description | Document |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |

3.4 Extension Activities

3.4.1

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

Response:

NCC Report & NSS Report

NCC unit of the College has been actively involved in a variety of schemes and programs, notably, the Swachh Bharat Programme was carried out twice each year during 2018-19, 2019-20 and 2022-23. This initiative saw the participation of one teacher and fifty students per event, reflecting the institution's dedication to promoting cleanliness and awareness of health and hygiene. Blood Donation Camp was also conducted during the same years, with one teacher facilitating the involvement of twenty students in each session. The NCC unit also participated in the CM Rally and PM Rally.

The NSS unit of the College commenced its array of activities with commemorating National Girl Child Day on 24th January each year, the College engaged five teachers to aid students in creating insightful video clips to advocate for girls' rights. Furthermore, the Rashtriya Balika Diwas event, held on 2nd February 2022. Noteworthy is the webinar held on 8th March 2022, which highlighted the role of NSS in women's empowerment, engaging 15 students and providing a platform for intellectual exchange.

The College organised Plantation Drives on the 28th of January and 30th August 2022, witnessing participation from 40 students, embodying their dedication to environmental stewardship. The '*Nadi ko Jaano*' event on 6th February 2022, along with the Yamuna Cleanliness and Plantation Drives, showcased the environmental consciousness of the College, coupling educational insights with actionable initiatives.

An Anaemia Camp for Girls was conducted on 30th April 2022 with the active involvement of 15 teachers and 60 students. The *Poshan Pakhwada*, conducted in late March and early April of 2022, included webinars and activities promoting nutritional awareness, stressing the importance of Ayurvedic and traditional dietary practices.

The College also celebrated its vibrant culture and history with events like the NSS fest '*YUVAAN*' on the 25th and 26th of April 2022, where an impressive contingent of 137 students participated. The remembrance of significant historical events was evident in the observance of Shri Aurobindo's 150th Birth Anniversary and Partition Horrors Remembrance Day, fostering a sense of historical consciousness among the youth.

The NSS unit addressed cyber safety through webinars and workshops, notably on Cyber Crimes & Safety and Cyber Crime Awareness, aligning with the *Cyber Jaagrookta Diwas* initiatives.

The *Har Ghar Tiranga* campaign and Unity Runs, conducted in August and October 2022, respectively, were imbued with patriotic fervour, with the College community participating wholeheartedly. These events were complemented by fitness initiatives like Yoga for Humanity workshops and the Fit India Campaign, emphasizing holistic wellness.

The College also engaged with global themes such as the International Year of Millets, G-20 and World Environment Day. These events, held in early 2023, showcased the global awareness of the students and their readiness to engage in international dialogues through various competitions. Furthermore, the message of '*Vasudhaiva Kutumbakam*' (the world is one family) was promoted through Yoga sessions, resonating with the College's philosophy of universal brotherhood. NSS has also organised a free health check-up for the students on 10th October 2018.

| | |
|-------------------------------|-------------------------------|
| File Description | Document |
| Upload Additional information | View Document |

3.4.2

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

Response:

Dr Prabhat Ranjan (Department of Hindi) has continuously been called for two years (2022 and 2023) as a speaker at Jaipur Literature Festival, the most prestigious literature festival of world.

Prof. Zahir Ali Khan (Zaheer Rahmati), Department of Urdu was awarded **Peace Ambassador in Euro Asian University** for the year 2023.

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

3.4.3

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

Response: 105

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 41 | 27 | 0 | 21 | 16 |

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

3.5 Collaboration

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: 3

| File Description | Document |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | View Document |
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | View Document |
| Institutional data in the prescribed format | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Zakir Husain Delhi College (Evening) provides a healthy environment for development of all stakeholders. The academic infrastructure information is as follows:

| Facility | Units |
|-----------------------------|-------|
| Classrooms (academic block) | 26 |
| Classrooms (science block) | 12 |
| Porta Cabins | 08 |
| Tutorial rooms | 31 |
| Library | 01 |

Adequate ICT, administrative and support infrastructure have also been provisioned, as follows:

| Facility | Units |
|-------------------------------|-------|
| ICT-enabled committee rooms | 02 |
| ICT-enabled Seminar room | 01 |
| ICT-enabled audio-visual room | 01 |
| ICT-enabled auditorium | 01 |
| Computer labs | 03 |

We emphasise holistic student development, for which following facilities are provided for students to participate in various activities:

| Facility | Units |
|-------------------------------|-------|
| Playground | 01 |
| Badminton Court | 01 |
| Games room | 01 |
| Multipurpose room (T.T. room) | 01 |

When required, arrangements are made for students to avail sports infrastructure outside the College, as presented below:

| Year | Sports | Facility |
|---------|---------|---------------------------|
| 2022-23 | Kabaddi | Major Dhyan Chand Stadium |

| | | |
|---------|----------|---|
| 2022-23 | Football | Polo Ground, Delhi University Sports Complex |
| 2022-23 | Cricket | Bharat Nagar Cricket Stadium, Chhatrasaal Stadium |

Facilities for cultural and co-curricular activities are as follows:

| Facility | Units |
|---|-------|
| Boys' common room | 01 |
| Girls' common room | 01 |
| NSS room | 01 |
| NCC room | 01 |
| Student Union room | 01 |
| Terrace (Multipurpose cultural space) | 01 |
| Alumni Affairs; Training and Placement room | 01 |
| ICC room | 01 |

In addition, several utilities are provided for as follows:

| Facility | Units |
|---------------------|-------|
| Canteen | 01 |
| Open-air cafeteria | 01 |
| Medical room | 01 |
| Bank branch | 01 |
| Stationery shop | 01 |
| Mother Dairy outlet | 01 |
| Divyang Washroom | 01 |
| Store room | 01 |
| Photocopy shop | 01 |
| Gardener room | 01 |
| Laptop room | 01 |

Having student development and welfare at the core of our institutional philosophy, we recognise the importance of faculty involvement towards academic and administrative functioning of the College. A summary of the infrastructural facilities for faculty is given below:

| Facility | Units |
|-----------------------|-------|
| No. of Departments | 14 |
| Faculty Strength | 100 |
| Administrative office | 01 |
| Examination room | 01 |
| Cashier room | 01 |
| NAAC and IQAC room | 01 |
| Staffroom | 01 |
| Staffroom pantry | 01 |
| Faculty lockers | 90 |
| Guard rooms | 03 |

Academic and cultural societies have been established so that students can participate in different kinds

of extra-curricular activities. These societies are listed hereunder:

| |
|---|
| Societies |
| Arts and Culture Society |
| Urdu Literary Society (Bazm-e-adab) |
| Debating Society (Awaaz) |
| Political Science Society (Pratibimb) |
| Film and Photography Society |
| EVS Society (Eco club) |
| Yuva Tourism Club |
| A.P.J. Abdul Kalam Society |
| Ambedkar Study Circle |
| English Literary Society |
| Gandhi Study Circle |
| Bengali Literary Society (Icche) |
| Sanskrit Literary Society |
| Arabic Literary Society (Al-Nadi Al-Arabi) |
| Persian Literary Society |
| Hindi Literary Society (Vikalp) |
| History Society |
| Mathematics Society (Sifer) |
| Philosophy Society |
| North East Student's Cell |
| Women's Development Cell |
| National Social Service |

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

4.1.2

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

Response: 91.73

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 41.64 | 28.21 | 17.44 | 30.93 | 33.68 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | View Document |

4.2 Library as a Learning Resource

4.2.1

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

Response:

- The Library of Zakir Husain Delhi College (Evening) is **one of the oldest** among the libraries in University of Delhi. It is **technologically modern, well-stocked, well-equipped and user friendly** and spread over 345 square meters. It is open to faculty and students from 12:45 p.m. to 9:15 p.m.
- It has a **seating capacity of 145 persons** with two **fully air-conditioned** reading halls and one **faculty reading room** with seating capacity of 25.
- The **Integrated Library Management System (ILMS) software** used for library automation since 2010 (upgraded in 2018) is LSEase of LibSys Corporation. The software has different modules such as Acquisition, Cataloguing, Circulation, Serials and Web OPAC, which help faculty and students to search and locate the books. It uses the web-centric version where all the functions of the Library management are executed, along with multilingual support for Indian languages.
- The Library has a collection of **63,367 books** on diverse subjects. It also houses **223 rare books** in Arabic, Persian and Urdu.
- The Library subscribes to **23 magazines and Journals** in English, Hindi and other Indian Languages and 11 newspapers.
- Classification of books in the Library is done by **Dewey Decimal Classification (DDC)** and the AACR-II code is used for cataloguing.
- Provision of **free Wi-Fi facility to students and faculty members** has been made for accessing e- resources.

- Users can access a large number of e-resources on various subjects available on **Delhi University Library System (DULS) Portal**.<https://crl.du.ac.in/e-Resources/index.htm>
- The Library also subscribes to **N-LIST** (National Library and Information Services Infrastructure for Scholarly Content) which provides access to e-books and e-resources to users.<https://nlist.inflibnet.ac.in/>
- Users can **access all reference collections** including encyclopedias, yearbooks, dictionaries, directories, competition books, etc.
- **Previous Year Question Papers (PYQP)** of examinations of various courses are available in the reference section for consultation by the students.https://zhdce.ac.in/previous_year_questionpaper.aspx#
- The college has a Library Committee comprising of the librarian and teachers-in-charge of all the departments. This committee is responsible for the purchases of all relevant materials including software.
- There is a **dedicated IKS section** in the ILbrary.
- Newly added books to the ILbrary are displayed on the New Arrival Display Pocket before they are released for loan.
- The average annual expenditure on books and journals for the last five years (2018-23) was Rs. 3,02,886.
- Plagiarism detection software: URKUND (Previously) and presently using **DrillBitt** subscribed through INFLIBNET.
- There is a ramp at the entrance of the Library for facilitating access to physically challenged users. In addition, there is a **separate room for visually impaired students** and faculty members with following facilities: Advanced level Computer with NVDA Screen reading software, KIBO Scanner, Printer and EVO-10 Recorder.
- Membership of **Delhi University Braille Library** is also provided for visually impaired persons for accessing all reading material in Braille as well as audio format.
- The average number of everyday visitors to the ILbrary is 98.
- The safety of users' belongings is ensured through the provision of a **dedicated property counter**.

| File Description | Document |
|---|-------------------------------|
| Provide Link for Additional information | View Document |

4.3 IT Infrastructure

4.3.1

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

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

Response:

?Zakir Husain Delhi College (Evening) provides adequate IT infrastructure to all the stakeholders of the College fraternity. The College has following facilities:

- Regular updating of College website with all the relevant and current information.
- Complete academic information of faculty with updated CVs available on the College website. Hardware and software requirements of the college cared for by the web access centre.
- Provision of a laptop to all faculty members upon requisition. Wi-Fi enabled campus.

Connection speed of 100 mbps.

- Wireless routers: 3

- Switches: 7

Servers: 2.

Computer labs: 3.

Projectors: 3.

Software used for maintaining students' and accounts reports: **ERP.**

- Software used by library: **LibSys for library management.**
- The details of the availability and use of computers and printers/scanners in the College is as follows:
 - Principal's office: 1 computer and 1 printer/scanner.
 - Accounts section: 5 computers and 1 printer/scanner.
 - Student dealing: 2 computers and 2 printers/scanners.

- Examination branch: 2 computers and 2 printers/scanners.
- Office support: 9 computers and 3 printers/scanners.
- NSS office: 1 computer and 1 printer/scanner.
- Library operation: 10 computers, 3 printers, and 1 scanner.
- Barcode scanners in library: 5.
- KIBO scanner in library: 1.
- CCTV cameras for security and discipline: **44**.

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

4.3.2

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

Response: 8.45

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

Response: 316

| File Description | Document |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 100

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 43.08 | 32.88 | 18.36 | 31.53 | 39.74 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 2.48

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 34 | 80 | 64 | 128 | 48 |

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. ICT/computing skills

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |

5.1.3

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

Response: 4.22

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 91 | 52 | 24 | 238 | 198 |

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 7.32

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 118 | 80 | 04 | 11 | 65 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 691 | 715 | 1093 | 439 | 858 |

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

5.2.2

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

Response: 3.47

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 23 | 7 | 12 | 52 | 28 |

| File Description | Document |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format | View Document |

5.3 Student Participation and Activities

5.3.1

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

Response: 118

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 33 | 25 | 10 | 15 | 35 |

| File Description | Document |
|--|-------------------------------|
| Upload supporting document | View Document |
| list and links to e-copies of award letters and certificates | View Document |
| Institutional data in the prescribed format | View Document |

5.3.2

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

Response: 38.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 42 | 39 | 34 | 32 | 46 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association of Zakir Husain Delhi College (Evening) plays a crucial role in contributing to the overall success and development of the institution. The alumni serve as a bridge between the past and present, connecting former students with their alma mater. The impact of Alumni Associations is multifaceted, encompassing various aspects that enhance the reputation, financial stability and overall growth of the institution.

The college has had a number of illustrious alumni – Ravi Chaturvedi (commentator), Mr. S.Y Quraishi (former Chief Election Commissioner), Mr. Haroon Yusuf (former MLA), Mr. Shoaib Iqbal (MLA), Mr. Anurag Thakur (Actor) to name just a few. In addition, it is a matter of great pride for us that **six of our alumni have recently joined the institution as faculty members.**

The College continuously strives to extend its alumni network and work is in progress for registration of the Alumni Association. Departments have their individual social media groups with alumni. The college organised an Alumni Dinner in 2018. Since then, individual departments like Department of Commerce and Department of English have organised Alumni dinners for their alumni.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Right from its inception, the College has encouraged holistic modern education, particularly in the Humanities, Social Sciences and Commerce. The College actively encourages young girls and boys to strive for the attainment of their highest potential by providing the impetus for them to become worthy citizens of the country. Many of our alumni have excelled in various fields of Arts, Culture and Science, and quite a few have obtained prestigious positions in the Public and Private sectors.

The College's motto "Live by Love" is a guiding principle, and students from different communities and regions participate in all curricular and co-curricular activities in a cooperative and yet competitive spirit.

Effective leadership is achieved through well-defined systems and organisational structure consistent with the statutes, ordinances, and other guidelines as framed from time to time by the University of Delhi and University Grants Commission. The Governing Body always tries to improve academic and infrastructural standards of the College by lending support to more effective teaching methods, and recently took the initiative for getting funds sanctioned by the HRD Ministry/UGC for the construction of the new block.

The Staff Council discusses and debates the ways and means of providing effective teaching, monitoring student achievements and framing and implementing policies for providing maximum possible options to students. The numerous committees constituted by the Staff Council include, inter-alia, Time Table committee, Library Committee, Students Union Advisory Board, Proctorial Board, Canteen Committee, Workload Committee, Admission Committee, National Service Scheme (NSS), Arts & Culture Society, which are supervised by Conveners and other members. These committees look after the implementation of plans and policies designed by the UGC/University of Delhi. The college also has a student mentoring and feedback mechanism to get direct feedback from the biggest stakeholders – the students – on the process of teaching-learning.

In conformance of the XII Plan guidelines of the UGC, an **Internal Quality Assurance Committee (IQAC) has been constituted on 27th April 2016**. The Committee works towards the assessment of academic standards of the institution. It frames and recommends plans and policies regarding the effective implementation of timetable, moderation of internal assessment and promotion of research activities of faculty and students.

The College has constituted an **NEP Implementation Committee** where the convener and co-convener coordinate with the TICs and University authorities for smooth transition into the NEP mode. To foster a

multidisciplinary approach to education as outlined in the NEP 2020, the college circulates a **Google form** to be filled out by the students to select their Generic Elective (GE), Skill Enhancement Course (SEC), and Value Addition Course (VAC) papers. These avenues offer students the chance to improve their abilities and skills, preparing them to tackle both personal and professional challenges effectively. The **Academic Bank of Credit (ABC)**, which enables students to digitally store the academic credits earned from various recognized Higher Education Institutions (HEIs), is a means by which academic flexibility under the NEP is ensured. This further facilitates the scheme of multiple entry and exits as envisaged under the NEP.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The College has a perspective/strategic plan and deployment documents in alignment with the Vision and Mission statement of the College. 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. This Governing Body along with the Member Secretary (Principal, Zakir Husain Delhi College) and two teachers' representatives take decisions regarding the College's plans for implementation of quality control and development, and expansion of academic programmes and infrastructure.

The College has a Building Maintenance Committee, jointly constituted with Zakir Husain Delhi College, to supervise, repair and renovate the existing building. Construction of a new building in the existing campus is almost complete. The new building will have well-equipped modern smart classrooms with a larger capacity and equipped with latest technologies, audio-visual facility, LCD projectors and good acoustics.

The academic and administrative headship of the College rests with the Principal who is responsible for ensuring that the decisions of the management council are implemented in conformance with the statutes and ordinances of the University of Delhi, and rules and regulations of the UGC.

The internal academic structure:

The internal college structure comprises students and the faculty members who report to the Principal, the highest position within the college. The Principal in turn reports to the University authorities and the college Governing Body.

The internal administrative structure:

As part of the internal administrative structure too, all non-teaching staff report through the proper channels to the Principal who in turn reports to the Governing Body and university authorities.

The Bursar's Office plays a crucial role in managing financial affairs, including assessing financial records, overseeing accounts, and handling salary payments.

The Public Information Officer compiles and provides the requested information under the Right to Information Act.

The Administrative Officer oversees the general administration of the college.

The Section Officer, responsible for specific administrative sections like Accounts, ensures proper delegation of tasks among subordinates and fosters effective coordination to achieve organizational objectives efficiently.

The Institutional Quality Assurance Cell (IQAC) of the college plays a crucial role in evaluating and ensuring quality within the institution. The IQAC, led by a Coordinator, consists of both internal and external members from diverse backgrounds.

The Staff Council which is a statutory body chaired by the Principal, is the primary body responsible for addressing academic and faculty-related matters. Various committees, addressing both academic and non-academic issues, are established within the Staff Council to ensure the smooth functioning of the college, with each committee overseen by a Convener.

The Library operates under the guidance of a Chief Librarian who collaborates closely with the Library Committee.

Teachers-in-Charge (TICs), appointed on a rotating basis, supervise departmental operations in consultation with other faculty members, providing a reasonable level of autonomy.

Additionally, a Student Union with Faculty Advisors represents student concerns and organises student-centric activities, including the Annual Fest.

The college structure is as follows:

<https://zhdce.ac.in/organogram.aspx>

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The performance appraisal system of the **teaching staff** for their evaluation and maintenance of records is currently done as per university/UGC rules through the Performance Based Appraisal System (PBAS), and CAS (Career Advancement Scheme) of University of Delhi. This involves self-appraisal as per norms and guidelines provided by the University. Records of the following activities by teachers are maintained:

- Publications in books and journals.

- Presentations and organisation of seminars, conferences, workshops, etc.
- Innovation and research projects.
- Administrative posts held and duties performed.
- Attendance at orientation and refresher programmes.

These records are presented when the faculty are due for promotion and are evaluated during interviews held for the same.

The performance appraisal of **non-teaching staff** is done through the use of Annual Confidential Report (ACR) forms. Included in ACR are short descriptions of the duties assigned to an employee, achievement of goals in terms of time efficiency and work proficiency, and personal attributes such as, attitude to work, sense of responsibility, communication skills, analytical ability, interpersonal relations etc.

The faculty/ non-teaching staff welfare schemes are in accordance with the strategies adopted by the Government. Faculty welfare includes Career advancement benefits for those with higher qualifications such as M.Phil. and Ph.D. as well as opportunities for those who wish to improve their qualifications.

Teaching staff avail various kinds of leaves, such as CL, RH, Study leave, Maternity leave, Paternity leave, Child Care Leave, Extra Ordinary leave, Duty leave, Sabbatical leave and Leave without pay. Both teaching and non-teaching staff are encouraged to attend training and other professional development programmes such as Faculty Development Programmes, Refreshers, and Orientation Programmes, etc.

The college also provides various welfare schemes for its teaching and non-teaching staff such as medical leave and medical reimbursement. The college is equipped with a medical facility staffed by a healthcare professional to provide assistance during health emergencies. As per norms, faculty and staff are provided with LTC and Home Travel Benefits. The college has an active Internal Complaints Committee dedicated to addressing sexual harassment cases. The Proactive Staff Association serves as a liaison between the college and the University teachers' association.

The welfare schemes available for the teaching staff available in the College and the number of staff members who have availed them in the last five years (2018-2023) are listed as under:

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---------------------------------|---------|---------|---------|---------|---------|
| LTC | 14 | 5 | 4 | 4 | 10 |
| Medical Leave and Reimbursement | 25 | 20 | 22 | 17 | 22 |
| Child Care Leave | 3 | 1 | 0 | 0 | 2 |
| Study Leave | 1 | 2 | 1 | 1 | 1 |
| Maternity Leave | 0 | 0 | 0 | 0 | 1 |
| Paternity Leave | 0 | 0 | 0 | 0 | 1 |

The welfare schemes available for the non-teaching staff available in the College and the number of non-teaching staff members who have availed them in the last five years (2018-2023) are listed as under:

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---------------------------------|---------|---------|---------|---------|---------|
| LTC | 6 | 1 | 0 | 1 | 2 |
| Medical Leave and Reimbursement | 11 | 11 | 13 | 12 | 10 |
| Paternity Leave | 1 | 0 | 0 | 0 | 1 |

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.3.2

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

Response: 2.27

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 10 |

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

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: 12.21

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18 | 08 | 16 | 12 | 10 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26 | 13 | 13 | 15 | 17 |

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Source of Major Income:

1. Grant from University Grants Commission:

Non-Plan Grant: Salary and Allowances, Medical Expenses, Children Education Allowance, LTC/HTC Expenses, Retirement Benefits such as Gratuity, Encashment of Earned Leave, Commutation value of Pension, Electricity Expenses, Water Expenses and Office Expenses etc.

Plan Grant: Equipment, Maintenance of Equipment, Library Books and PTAC

2. Grant from University of Delhi:

OBC Expansion Grant and Innovation Projects

3. Collection of Fee:

The college collects annual fees from students for academic and co-curricular activities, duly approved by the Staff Council and the Governing Body.

The financial audits of the college are conducted regularly. Adhering to the General Finance Rules (GFR) of the Government of India, all purchases are made through the Government E-Marketplace (GeM). The Accounts Department maintains financial statements with high accounting standards, and

financial matters undergo final approval by the Governing Body. The Principal, Bursar, Administrative Officer, and Section Officer (Accounts) coordinate to ensure accountability in financial management. Sound financial principles aid in grants utilisation, prevent unnecessary expenses, and enable timely salary disbursement. The Accounts Department meticulously maintains Provident Fund accounts and financial records for employees' post-retirement security. After the approval of the budget and grant by the Governing Body, the allocation of funds to each department, society, cell and committee is in accordance with their requirements for academic, administrative, infrastructural developments.

Allocation and utilisation of College finances are annually audited by an auditor professionally appointed and approved by the Governing Body and the University of Delhi. External audit is performed by visiting auditors of the Controller and Auditor General, Government of India.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC is actively engaged in an impressive monitoring and assessing of the teaching-learning process, and the methods adopted to achieve efficiency at all student-centric academic levels. The periodic review of the academic outcomes helps in realizing our potential and shortcomings, eventually providing a concrete basis for plans of the college to improve the academic atmosphere in the future. The IQAC addresses the issues in the following spheres to maintain a healthy environment for the sustainable growth of teaching-learning in the classrooms and beyond.

1. **Invigorating Academic Environment:** Under the aegis of IQAC, Zakir Husain Delhi College Evening, all departments regularly organise lectures, seminars/webinars, workshops and conferences which help in student cohesive development and boost the academic and research skills of the college. The college has undertaken outreach activities such as National Social Service, Career counselling, Placement campaign, Scholarship Programmes, and Viksit Bharat programme to provide opportunities to students and staff to connect to society, and collaborate with NGOs, industries and governmental organisations for holistic development.
2. **Student Cohesive Development System:** The IQAC of Zakir Husain Delhi College Evening has an impressive and evolving Student Cohesive Development System. This multi-layered development system aims to provide cohesive support to the overall development of students at each step of their academic journey in college. Also, it monitors their progress in real-time for

proper analysis and timely intervention to help them cope with the rigours of college life.

3. Student Management System: The college under the aegis of the IQAC facilitates a student management system that caters to all student-related information available to them through the college website. It provides the login credentials for Administrators, Faculties and Students for student data, including student attendance, internal assessment and continuous evaluation.
4. Hybrid Teaching-learning Pedagogy: Under the aegis of IQAC, all the departments of the college constantly strive to strengthen, enhance and upgrade the Teaching-Learning pedagogy through the hybrid approach. Like every educational institution, the college faced an unprecedented challenge in the form of the COVID-19 pandemic.
5. Feedback Mechanism: A continuous, and credible feedback mechanism has been developed by IQAC, for all stakeholders - students, parents, alumni, teachers and employers in the college. These feedback forms are generated online and offline and cover various aspects of the teaching-learning process and the infrastructural and academic resources of the College and analysed by the IQAC.
6. Cultivating Relationships with Alumni: The student's sense of belonging to its academic institution is based on the bond between the students, college and the teachers. The IQAC works to evolve and cultivate a bond of relationship between the alumni and the college with continuous communication and trust.
7. Evolving Student-Teacher support (Mentor-Mentee Programme): All concerns and issues personal or academic are attended through mentoring sessions with the extended support of teachers. The academic and personal concerns of students are attended to through mentoring sessions and the support extended by teachers. The special needs of slow learners and disabled students are also addressed through individual mentorship programmes.

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6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

| File Description | Document |
|---|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | View Document |
| NIRF report, AAA report and details on follow up actions | View Document |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The College has made significant strides in advancing gender equality through various initiatives and policies aimed at fostering an inclusive and supportive environment for all genders.

Key components of these efforts include:

1. Offering up to a 3% relaxation in admission cut-offs for female students across all courses and streams prior to 2022.
2. Conducting regular awareness seminars, lectures, conferences and campaigns to challenge stereotypes, biases and promote a culture of respect for all.
3. Instituting a practice of selecting both female and male class representatives in each department.
4. Considering gender balance of faculty members when forming committees.
5. Providing training sessions for faculty and non-teaching staff to adopt a gender-sensitive approach in teaching, evaluation and student interaction.
6. Offering mentorship programs to offer guidance and support, particularly for girl students, to address their specific challenges and foster academic and professional growth.
7. Reviewing and updating policies to ensure gender inclusivity, including anti-discrimination measures, reporting mechanisms for gender-based incidents and accommodations for diverse gender needs. Additionally, the College has dedicated committees like the Women Development Cell, Gender Sensitization Committee and Internal Complaints Committee to address women's complaints and safety concerns and raise awareness about their issues. However, these committees are not just limited to girls, as boys are equally encouraged to spearhead the gender awareness agenda.
8. The College offers several papers as part of both LOCF and UGCF-NEP like *Individual and Society, Readings on Indian Diversities and Cultural Movements, Women's Writing, Feminism*, etc., as part of challenging the age-old stereotypes of gender and also to facilitate developing awareness about the challenges that women have historically faced and the resistance that they have heroically offered to forces of subjugation and tyranny.

Emphasis is placed on cultivating diverse representation of boys and girls in leadership roles, committees and decision-making forums within the College. There is an equitable distribution of gender in the College NSS and NCC teams. This fosters a balanced and inclusive institutional structure.

Prioritizing safety, there are 44 CCTV cameras in the College covering the entire campus. Students' entry is strictly on the basis of an ID card. Additionally, a sufficient number of female guards are employed to

address the specific needs and safety concerns of female students, contributing to an environment where everyone feels safe and valued.

As a part of promoting hygienic practices, the College has installed a sanitary pad dispensing machines and biodegradable sanitary pad disposal machines in the washrooms used by female faculty and female students. A well-equipped Girls Common Room is a exclusive space on the campus for girl students.

Girl students take interest in College sports and performative arts and college encourages girl students to take part in different indoor and outdoor games and inter-college cultural competitions.

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7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | View Document |

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

| File Description | Document |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |

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:

The College is deeply committed to fostering an understanding of civic duties, rights, and ethical values among staff and students. Through the collaborative efforts of the NSS, NCC wings, departments, and various societies, the College endeavours to instil a profound awareness of citizens' rights, obligations and responsibilities among all stakeholders.

Recitals of the National Anthem by students and staff at official functions underscore the sovereignty of India.

The *Har Ghar Tiranga* campaign and *Unity Runs* were conducted in August and October 2022, respectively.

The College implements a diverse array of engaging events to promote essential values and rights. These include talks, workshops, movie screenings, seminars, conferences and outreach programmes. Notably, the NSS unit spearheads activities aimed at character development, including the annual Pledge Taking Ceremony on Voter's Day. Collaborating with the ECI's Systematic Voters' Education and Participation Program (SVEEP), the College facilitates the issuance of voter IDs to students and appoints male and female SVEEP ambassadors for electoral literacy. It has also organised poster-making competitions on Forest Conservation, 'Best Out of Waste' Drive, Nukkad Natak' on water scarcity, 'Clean India, Green India' drive and distributing food and stationery to the underprivileged children.

Constitution Day is commemorated annually with talks and seminars highlighting the values enshrined in the constitution. Additionally, Ambedkar Jayanti is observed to underscore the importance of social justice, with the Student Union organising cloth donation drives for the needy and conducting campaigns to educate disadvantaged students in nearby slums.

The College's Equal Opportunity Cell advocates for the welfare of differently-abled students and recently the English department organised a national conference addressing disability-related issues.

National Unity Day is celebrated with the recital of the Rashtriya Ekta Diwas Pledge by students and staff. Environmental sustainability initiatives, such as cleanliness drives, tree plantations and Swachh Bharat campaigns, are regular features at the College, alongside efforts to minimize plastic usage, conserve water, segregate waste and combat pollution.

The Eco-Club organises events like *Van Mahotsav: Nature and Us*, *Yamuna Safai Abhiyan*, and Blood Donation camps. Gandhi Study Centre and Environmental Studies Society celebrate World Environment Day and Wildlife Week, hosting program on 'Commemorating Mahatama', 'Lights, Camera, Animals' and hosting various workshops.

The College has 14 departments that offer courses in various undergraduate disciplines including seven languages: Arabic, Bengali, English, Hindi, Persian, Sanskrit, and Urdu.

The North-East Society offers support and cultural engagement opportunities for students from the region.

The College's Arts and Culture Society celebrates India's cultural diversity through inter-College competitions in dance, music, drama, and fashion, acquainting students with the nation's rich traditions. *Aaghaaz*, the theatre society, recently produced street plays to advocate for gender inclusivity, education for girls, the rights of men in cases of fabricated domestic violence allegations and role and responsibility of youth in a democratic structure.

Various societies organise sketching and poster competitions, photo-walks, heritage tours and photography exhibitions to showcase India's pluralistic society. These initiatives serve to promote cultural understanding and appreciation among students, fostering an inclusive and harmonious campus environment.

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7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Multilingual Approach of the College in the Light of National Education Policy, 2020

Language education has always been an integral part of this College. There are seven fully functional

language departments in our campus. We offer language courses in Persian, Arabic, Bengali, Urdu, Sanskrit, English and Hindi. The permanent hiring for all the language departments has been done quite recently. Many faculty members are proficient in multiple languages. They provide study materials, lectures and resources in multiple languages to cater to diverse student populations. Training sessions are conducted for faculty and staff to promote cultural sensitivity and awareness of linguistic diversity in the campus. Flexible assessment methods are implemented that accommodate students from diverse linguistic backgrounds. Inclusive learning environments are fostered where students feel comfortable expressing themselves in their native languages and engaging with course material in a way that aligns with their cultural backgrounds. The College organised a two-week Matri Bhasha Diwas to promote and embrace linguistic diversity in educational settings. Bangla Poetry Recitation, Hindi Kavi Sammelan, Mushaira and Qawwali programmes are held regularly. Expanding on the library's contribution to a multilingual approach, the special collection of 223 rare books in various languages serves as a treasure trove of cultural and linguistic heritage. These books offer students and researchers the opportunity to explore literature, history and philosophy from diverse linguistic backgrounds. The College aims to maintain its linguistic and cultural diversity. By adopting a multilingual approach and incorporating these strategies, the College has effectively implemented the National Education Policy (NEP) while promoting linguistic diversity and inclusivity in education. It features as one of the *Knowledge Networks* in the Central Cluster of Colleges formulated under NEP for Urdu and Bengali languages. The College has achieved remarkable success in this regard, with students from Colleges located in both the North and South campuses showing a preference for attending AEC Language classes here. The college brings out a magazine in four languages every academic session. Of these, the Bengali magazine, *Krishti* is a peer-reviewed ISSN journal and the Urdu magazine *Shyam-E-Hyat* is on the UGC Care List of journals.

Best Practice 2: Herbal Garden and Desert Ecosystem

The College considers the presence of a replica of the Desert Ecosystem as its second-best practice. This unique feature provides students with an invaluable opportunity to learn about and explore various natural resources. By immersing themselves in this simulated environment, students can gain a deeper understanding of the intricate balance and diversity of desert ecosystems, fostering a greater appreciation for the natural world around them. Additionally, the College maintains a remarkable herbal garden that showcases a wide array of herb varieties, each possessing proven health benefits. This garden serves as a living laboratory, allowing students to not only observe but also engage with these medicinal plants first hand. By studying the properties and applications of these herbs, students can develop a comprehensive understanding of their potential therapeutic uses, further enhancing their knowledge and skills in the field of natural medicine.

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |

7.3 Institutional Distinctiveness

7.3.1

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

1000 words

Response:

At Zakir Husain Delhi College (Evening), fostering inclusivity is paramount for creating an environment where every individual feels valued, respected and empowered to grow. A commitment to inclusivity is deeply ingrained in the institution's ethos, reflected through various initiatives and mechanisms aimed at addressing diverse needs and promoting equal opportunities for all. The College is committed towards maintaining and enhancing inclusivity in the following areas -

Gender Sensitization and Women Empowerment:

Zakir Husain Delhi College (Evening) recognises the importance of gender sensitization in creating a safe and inclusive campus environment. The college has a proactive Gender Sensitization Committee, Women Development Cell and Internal Complaints Committee to address issues related to gender-based discrimination, harassment and making students sensitive towards all genders. These committees work to raise awareness, provide support services and facilitate redressal mechanisms for grievances. The NSS, the WDC as well as Department and College Societies have conducted a number of programmes regularly to create awareness on various gender related issues - domestic violence, dowry, women's education, female foeticide to name a few. The NCC unit for girls provides a suitable environment for taking up a career in the armed forces. The NSS unit for girls provides a suitable environment for taking up a career in the social services. The girls are trained and motivated for all kinds of social work in the field.

Moreover, the college is committed to ensuring female student and faculty representation across various academic and administrative bodies. By promoting gender diversity in leadership positions, the college fosters a culture of inclusivity and gender equity.

To further ensure the protection of girl students, the college has implemented stringent measures, including security monitoring, CCTV surveillance and dedicated support staff. These efforts are aimed at creating a secure and conducive learning environment where female students can pursue their academic aspirations without any apprehension.

In line with its commitment to gender inclusivity, Zakir Husain Delhi College (Evening) has conducted a gender audit to assess the campus climate, identify areas for improvement and develop targeted interventions. The findings of the gender audit serve as a roadmap for enhancing gender sensitivity, promoting gender equality, and addressing systemic barriers that may hinder the full participation of women in academic and extracurricular activities.

North-East Cell:

The College has also established a North-East Cell to address the unique needs and challenges faced by students from the North-Eastern region of India. This proactive initiative ensures that students from diverse linguistic and cultural backgrounds feel welcomed, supported and included in the college community. The Society hosts many cultural activities at regular intervals to familiarise students with and celebrate the cultural heritage of the North-East.

Support for Students with Disabilities:

Recognising the importance of providing equal opportunities for individuals with disabilities, Zakir Husain Delhi College (Evening) has established an Equal Opportunity Cell to address the needs of students with disabilities and ensure their full participation in academic and extracurricular activities. The cell provides support and takes initiatives to promote the inclusion of students with disabilities. Specialized accommodations, such as dedicated computers equipped with assistive technologies, cater to the needs of differently-abled students, ensuring inclusivity.

Support for Students belonging to Disadvantaged Backgrounds:

The College has also implemented economic schemes to provide financial assistance and support to students from disadvantaged backgrounds in the form of scholarships and fee concession. These policies aim to alleviate financial barriers to education, promote social mobility and ensure that all students have equal access to educational opportunities regardless of their socio-economic status.

Linguistic Inclusivity:

In a diverse and multicultural society like India, linguistic inclusivity is essential for creating a sense of belonging and promoting cultural diversity. Zakir Husain Delhi College (Evening) embraces linguistic diversity by offering support services and resources in multiple languages to cater to the needs of students from diverse linguistic backgrounds.

Moreover, the college encourages the preservation and promotion of regional languages and dialects through cultural events and academic programmes. By celebrating linguistic diversity, the college fosters a sense of pride in students' linguistic heritage and promotes cross-cultural understanding and dialogue.

Zakir Husain Delhi College (Evening) is committed to maintaining inclusivity on its campus through a range of initiatives and mechanisms aimed at addressing diverse needs and promoting equal opportunities for all. By fostering gender sensitization, women empowerment, protection of female students, linguistic inclusivity and support for individuals with disabilities and disadvantaged backgrounds, the College creates a welcoming and inclusive environment where every individual can thrive and contribute to the collective success of the institution and nation.

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| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Being an Evening College, the College works in partnership with the Morning college to address logistics and infrastructure.

The College is one of the few colleges of DU which hosts its individual Convocation ceremony for the students. 4 Convocation ceremonies have so far been organised since 2017, and all batches upto 2022-23 have been covered.

The upcoming new Academic building will enable the College to take a huge leap in terms of offering add on courses and certificate students to the students to augment their skill sets.

The College has recently been designated as an IGNOU study Centre.

Concluding Remarks :

Zakir Husain Delhi College (Evening) is committed to upholding the vision and mission of the college – to **Mentor; Educate; Empower** and **create future global leaders**. In line with its mission statement “**Vidya Dadati Vinayam**” – *Knowledge begets Humility* – the College aims to inspire the next generation who will proudly take the country forward towards the mission of Viksit Bharat while remaining humble and grounded. The College has a long list of accomplished alumni who have made India proud in different fields. With a healthy academic environment for the teaching-learning process, the College has greatly achieved in academics, skills with innovation and in all other endeavours. The college is committed to social empowerment through inclusive and accessible education to all students, belonging to diverse sections of society. The active NSS and NCC Units of the College have won numerous accolades and work towards advancing students’ awareness and sensitivity towards all socio-economic and political issues. In a fast-changing world, the College remains committed to its development trajectory to promote scientific temperament and intellectual growth in students and prepare them for the challenges of the outside world.