

State Level Analysis of Accredited Higher Educational Institutions DELHI



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

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FROM THE DIRECTOR'S DESK

The principle that quality education could become an instrument par excellence for National Development enunciated in the Education Commission Report (1964-66), led to the emergence of standards in Indian Education. However the issue remained in the periphery until the National Policy on Education (NPE), 1986, and the subsequent Programme of Action (POA); 1992, laid great stress on reviving the quality side of education at every level. As an outcome of the ideas contained in the NPE and the POA, the National Assessment and Accreditation Council (NAAC) was established in 16 September 1994 as a creative idea to give positive thrust in the direction of quality enhancement of the Indian Higher Education Institutions (HEIs). Since its establishment, the impact of NAAC on the National Higher Education scenario has been direct and spontaneous.

The process of quality assessment and accreditation offered an entirely different frame of reference and work, milieu for educational endeavours. NAAC's vision and mission statements reflect quality as an internal mechanism driving continuous improvement. NAAC strongly believes that assuring and ensuring quality is largely the institution's own responsibility. Quality cannot be imposed or regimented. It has to originate as a measure internal to the institution and is essentially an outcome of the institutional level initiatives. The overriding concern in quality assessment by NAAC is a means of understanding the HEI in a perspective through validation and performance evaluation of the various academic and administrative processes of the institution. NAAC has thus recognized and set its vision and mission with emphasis on building quality on the inner strengths of the functional units of the institutions themselves; which promote and cultivate enriching learning environments through planned educational processes. NAAC's ultimate goal is to develop a quality culture wherein quality consciousness and striving for excellence will become powerful internal driving forces at all levels of colleges and universities.

As a Self-introspection and also endeavouring to achieve its core objectives, NAAC is frequently analysing the status and progress of states in terms of State Level Quality assurance reports in order to analyse the status of accreditation of Higher Education Institutions and identifying the pathways for continuous improvement in Quality Culture of the state and nation as a whole.

The ultimate aim of coming out of such reports is it helps in giving a clear picture to the State Higher Education Departments in identifying and understanding the current state of quality culture in the state which aids state governments and policy makers to plan their future course of actions and policies on the basis of recommendations and findings derived in the reports.

Keeping in view the above mentions the SLQAC Report of Delhi tries to bring out a clear cut picture about the status of NAAC Accreditation in the State. Further it also emphasizes on the road maps and actions plans to be initiated and implemented in phased manner for achieving and improving quality culture in the region and the state. The report has been prepared by team of experts consisting of Prof. Biswajit Das, Founder Director, Centre for Culture, Media and Governance, Jamia Millia Islamia, New Delhi, Dr. Diwan S Rawat, Professor, Department of Chemistry, University of Delhi, Prof. Parimal Vyas,

Vice- Chancellor, Maharaja Sayajirao University, Baroda, Gujarat, Prof. Pratibha Sharma, School of Chemical Sciences, Devi Ahilya Vishwavidyalaya, Indore, M.P. Prof. Sandeep Grover, J.C. Bose University of Science & Technology, YMCA, Faridabad, Haryana, Dr. Arun Anand, Deputy Director IQAC, Maharaja Sayajirao University, Baroda, Gujarat, Dr. Vishnu Mohan Dash, Former Head, Department of Social work, Bhimrao Ambedkar College University of Delhi, Delhi, Prof. Sandeep Singh, Head, Department of School of Management Sciences, Varanasi, Uttar Pradesh, Prof. Karamjeet Singh, Vice Chancellor, Jagat Guru Nanak Dev Punjab State Open University, Patiala, Punjab, Dr. Pushpinder Walia, Principal, BBK Dav College for Women, Lawrence Road, Amritsar, Punjab, Dr. Shyam Singh Inda, Assistant Adviser, NAAC, Bangalore, Dr. Vinita Sahu, Assistant Adviser, NAAC, Bangalore, Dr. N. R. Mohan, Assistant Adviser, NAAC, Bangalore, Dr. Neelesh Pandey, Assistant Adviser, NAAC, Bangalore and Shri. K Ravi Kumar, SPA, NAAC, Bangalore.

We hope that this report would aid the state government and the stakeholders in improving the overall quality culture in the state. I am also confident that this report would the HEI'S in understanding the current quality standards in the state and identifying the pathways and mechanism to build on it and move ahead in this movement of continuous quality improvement.



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CHAPTER 1

Introduction to Delhi

Founded by Shah Jahan in 1638, on the banks of river Yamuna, Shahjahanabad was a walled city. After the end of the Mughal rule, the city of Shahjahanabad was renamed as Delhi and was made the Capital. After the fall of the Mughal Empire and 1857 revolt, the capital was shifted from Delhi to Calcutta. In 1911, the British shifted the capital from Kolkata to Delhi. After re-shifting the capital to Delhi, the south-west part of Shahjahanabad was developed for housing the government offices and residences for the officers. New Delhi was inaugurated in 1931 and is popularly called as Lutyens' Delhi after the architect who designed it. Thus came into existence New Delhi as one of the eleven districts of Delhi. Technically, it is New Delhi district which is the capital of India.

Delhi is divided into two distinct areas popularly known as Purani Dilli or Old Delhi and Nayi Dilli or New Delhi. It is popular for its enriched culture and heritage. The influence of the Mughals, the ancient Indian rulers and the British is visible from its religious and cultural diversity.

1.1 National Capital Region (NCR) and National Capital Territory (NCT)

The National Capital Territory (NCT) was established pre-independence. As India gained independence people migrated to nearby cities and started habituating the suburbs of these cities. In case of Delhi the city expanded exponentially and almost merged with the suburbs of the neighbouring states of Uttar Pradesh and Haryana. Thus Gurugram, Noida, Faridabad and Ghaziabad had become contiguous regions of NCT. For ensuring proper long term planning and administration of the expanding region, the National Capital region (NCR) was established as a part of the planning authority of Delhi.

The National Capital Region (NCR) is thus a metropolitan area which encompasses the entire NCT of Delhi, which includes New Delhi, as well as urban areas surrounding it in neighbouring states of Haryana, Uttar Pradesh and Rajasthan.

The aim of developing this region was to develop a metropolitan area around Delhi, so as to divert increasing pressure of population from the region. The concept was essential in order to protect Delhi's infrastructure from excessive pressure and a planned development of the region.

There are now a total of 23 districts and Delhi NCT within NCR, covering a total area of 51,109 square kms. Delhi, constitutes about 2.9% of the land area of the Region. The four constituent Sub-Regions of NCR include the a) Haryana Sub-Region comprising of thirteen districts i.e. Faridabad, Gurgaon, Mewat, Rohtak, Sonapat, Rewari, Jhajjar, Panipat, Palwal, Mahendragarh (Narnaul), Bhiwani, Jind and Karnal.

b) Uttar Pradesh Sub-Region comprising of seven districts i.e. Meerut, Ghaziabad, Bulandshahr, Gautam Budh Nagar, Baghpat, Hapur and Muzaffarnagar. The districts of Aligarh, Mathura and Agra are also being included in the NCR.

c) Rajasthan Sub-Region comprising of the two districts of Alwar and Bharatpur.

d). Delhi with its eleven districts includes New Delhi.

The 2021 regional plan released by the Government of India renamed the Extended Urban Area from Delhi Metropolitan Area (DMA) defined by the 2001 plan to Central National Capital Region (CNCR).

1.2 Demography

Delhi is one of the fastest growing cities in the world. In 2004, the birth rate, death rate and infant mortality rate per 1000 population were 20.03, 5.59 and 13.08, respectively. Dwarka Sub City, Asia's largest planned residential area, is located within the National Capital Territory of Delhi. According to the 2011 census of India, the population of NCT of Delhi is 16,753,235. The corresponding population density was 11,297 persons per km² with a sex ratio of 866 women per 1000 men, and a literacy rate of 86.34%.

Table 1.1: Gender wise Distribution of Population (18 - 23 years)

Population (18-23 Years) AISHE-2018-19		
Male	Female	Total
1273373	1055120	2328493

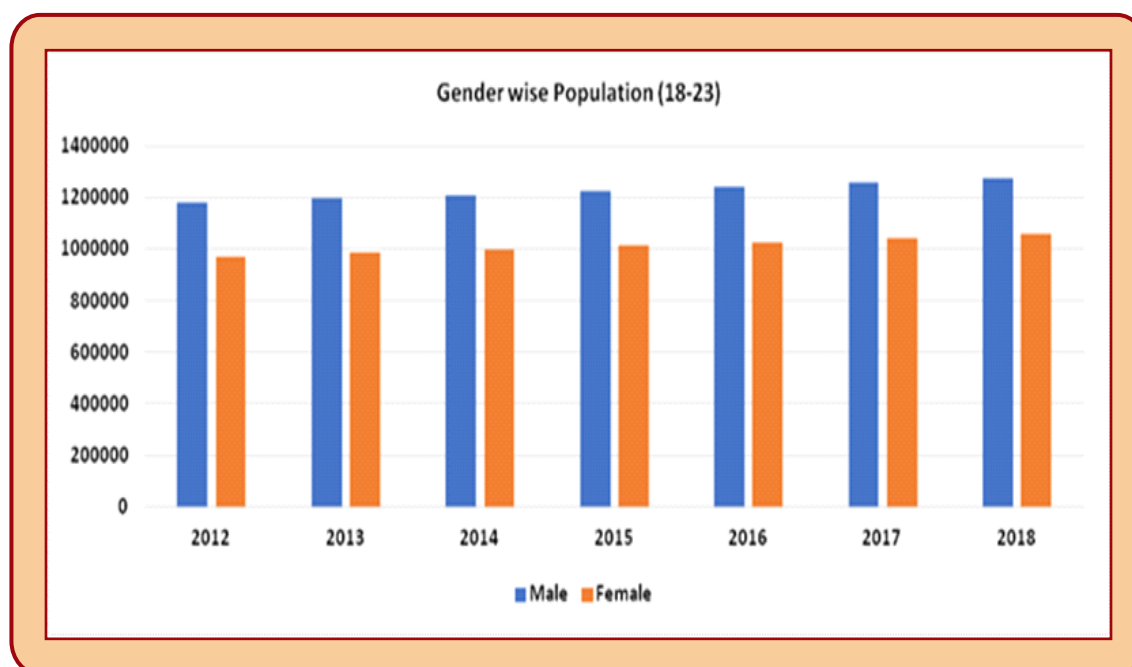


Fig. 1.1: Gender wise Distribution of Population of 18 - 23 years (2012-2018)

Urban expansion has resulted in extension of Delhi's urban area beyond the NCT boundaries to incorporate the towns and cities of neighbouring states i.e. Faridabad and Gurgaon of Haryana, and Ghaziabad and Noida of Uttar Pradesh. As estimated by The United Nations (UN) the total population of NCT is estimated to be over 26 million making Delhi urban area the world's second-largest, after Tokyo. As per the 2011 census the urban area population within the initial NCT boundary stands at 16,314,838 and 21,753,486 for the Extended Urban Area.

According to the 2011 census, population of Delhi city alone was over 11 million, making it the second-highest in India after Mumbai. For the same period the whole NCT's population was about 16.8 million.

Delhi's urban area, now called National Capital Region (NCR) , as of 2016 had an estimated population of over 26 million people, making it the world's second-largest urban area according to the United Nations. As of 2016, estimates of the metro economy of the urban areas Delhi is ranked, as second-most productive metro area of India. Delhi is the second-wealthiest city in India after Mumbai, home to 18 billionaires and 23,000 millionaires, ranks fifth among the Indian states and union territories in human development index and has the second-highest GDP per capita in India. It is one of the world's most polluted cities by particulate matter concentration.

1.3 Governance

A union territory, the political administration of the NCT of Delhi today more closely resembles that of a state of India, with its own legislature, high court and an executive council of ministers headed by a Chief Minister. New Delhi is jointly administered by the federal government of India

and the local government of Delhi, and serves as the capital of the nation as well as the NCT of Delhi. Members of the legislative assembly are directly elected from territorial constituencies in the NCT.

The Municipal corporation handles civic administration for the city as part of the Panchayati Raj Act. The Government of India and the Government of National Capital Territory of Delhi jointly administer New Delhi, where both bodies are located. The Parliament of India, the Rashtrapati Bhavan (Presidential Palace), Cabinet Secretariat and the Supreme Court of India are located in the municipal district of New Delhi. There are 70 assembly constituencies and seven Lok Sabha (Indian parliament's lower house) constituencies in Delhi.

1.4 Tourism

According to Euromonitor International (2015) , Delhi is ranked as 28th-most visited city in the world and first in India by foreign visitors. There are numerous tourist attractions in Delhi, both historic and modern. The three UNESCO World Heritage Sites in Delhi, Qutub Complex, Red Fort and Humayun's Tomb are among the finest examples of Indo-Islamic architecture. Another prominent landmark of Delhi is India Gate, a 1931 war memorial of soldiers of British Indian Army who died during First World War. Delhi has several famous places of worship of various religions. One of the largest Hindu temple complexes in the world, Akshardham is a major tourist attraction in the city. Other famous religious sites include Lal Mandir, Laxminarayan Temple, Gurudwara Bangla Sahib, Lotus Temple, Jama Masjid and ISKCON Temple.

1.5 Economy

Delhi is the largest commercial centre in northern India. As of 2016, the estimated economy of the Delhi urban area was between \$167 to \$370 billion (PPP metro GDP) ranking it as second-most productive metro area of India. The nominal GSDP of the NCT of Delhi for 2016-17 was estimated at ₹6,224 billion (US\$87 billion), 13% higher than in 2015-16.

As per the Economic survey of Delhi (2005-2006), the tertiary sector contributes 70.95% of Delhi's gross SDP followed by secondary and primary sectors with 25.20% and 3.85% contributions, respectively. Delhi's workforce constitutes 32.82% of the population, and increased by 52.52% between 1991 and 2001. Delhi's unemployment rate decreased from 12.57% in 1999-2000 to 4.63% in 2003. In December 2004, 636,000 people were registered with various employment exchanges in Delhi.

In 2001 the total workforce in national and state governments and the quasi-government sector was 620,000, and the private sector employed 219,000. Key service industries are information technology, telecommunications, hotels, banking, media and tourism. Construction, power, health and community services and real estate are also important to the city's economy. Delhi has one of

India's largest and fastest growing retail industries. Manufacturing also grew considerably as consumer goods companies established manufacturing units and their headquarters in the city. Delhi's large consumer market and the availability of skilled labour has also attracted foreign investment. In 2001, the manufacturing sector employed 1,440,000 workers and the city had 129,000 industrial units.

1.6 Education

The educational facilities are provided in stages i.e. pre-primary, primary, middle, secondary, senior secondary and university level. Pre-primary and primary educations are mainly the responsibility of the local bodies. Middle, secondary and senior secondary education is primarily looked after by Directorate of Education, Government of Delhi. Although pre-primary and primary education is mainly the responsibility of the local bodies, the Govt. of Delhi has converted its 326 schools into composite schools now known as "Sarvodaya Vidyalayas" providing education from Grade I to XII.

The New Delhi Municipal Corporation(NDMC), though mainly responsible for primary education, is also running select number of middle, secondary, senior secondary schools . Apart from this a number of private organizations are also engaged in imparting education at all levels of schooling. These organizations are given grant-in-aid by Govt. of Delhi to meet the expenditure on education. Besides these, recognized unaided schools are also being run in Delhi by registered trusts and societies.

Private schools in Delhi – which use either English or Hindi as the language of instruction – are affiliated to one of three administering bodies, the Council for the Indian School Certificate Examinations (CISCE), the Central Board for Secondary Education (CBSE) or the National Institute of Open Schooling (NIOS). In 2004–05, approximately 1,529,000 students were enrolled in primary schools, 822,000 in middle schools and 669,000 in secondary schools across Delhi. Female students represented 49% of the total enrolment. The same year, the Delhi government spent between 1.58% and 1.95% of its gross state domestic product on education. For the year 2017-18, Delhi's investment on education is 22%, as a ratio to aggregate expenditure and is supposed to be higher than any other states of India. For the year 2019-20, it is increased to 26% (Rs. 15,601 Crores). Delhi government has recently launched the Happiness Curriculum in schools to provide holistic education and make children good human beings and not just good students.

Happiness Curriculum

Happiness Curriculum is an educational program for students of grade one to eight in the schools run by the Government of Delhi. Launched on 2nd July, 2018, the objective of this program is to improve mental wellbeing of students and is based on the science of emotions. The curriculum integrates issues such as mindfulness, social-emotional learning, critical thinking, problem solving

and relationship building. As of May 2020, around eight lakh students from over thousand schools run by the Government of Delhi have been engaged through the program.

Libraries

There are several libraries in Delhi, which are either maintained by the government bodies or private organizations. Some of the major libraries in Delhi region are:

1. American Centre Library
2. British Council Library
3. Delhi Public Library
4. Delhi University Library
5. Ramakrishna Mission Library
6. IARI Library (Pusa)
7. Indian Council of Historical Research
8. Indian Council of Social Science Research
9. Maharaja Fatehsinhrao Gaekwad Library and Documentation Centre
10. Max Mueller Bhavan
11. National Archives of India
12. National Science Library
13. Russian Centre
14. Shastri Indo-Canadian Institute
15. Zakir Hussain Central Library, Jamia Millia Islamia University

Schools and higher educational institutions in Delhi are administered either by the Directorate of Education, the NCT government or private organizations. In 2006, Delhi had Seven Universities, nine deemed universities, 165 colleges offering programs in liberal arts, science and humanities, five medical colleges and eight engineering colleges. Govt. of Delhi supports twenty eight (28) Degree Colleges by providing the required funding. The premier management colleges of Delhi such as Faculty of Management Studies (Delhi) and Indian Institute of Foreign Trade rank the best in India. All India Institute of Medical Sciences , National Law University, Indian Agriculture Research Institute, Indian Institute of Technology and Indian Institute of Foreign Trade are the premier University level Higher Education Institutes in Delhi offering specialized programs in defined areas like Health, Engineering, Law, Management, Agriculture etc. University of Delhi and Jawaharlal Nehru University are one of the oldest and well known for the quality of education and research. Indira Gandhi National Open University is a mega university established by the central government dedicated to open and distance education.

Delhi Technological University (formerly Delhi College of Engineering), Indraprastha Institute of Information Technology, Netaji Subhas Institute of Technology, Guru Gobind Singh Indraprastha University, Jamia Hamdard, Jamia Millia Islamia are some of the Universities which receive central government funding.

As per the 2011 census, Delhi has a literacy rate of 86.3% with 91.0% of males and 80.9% of females. As of 2008, around 16% of Delhi residents were graduates.

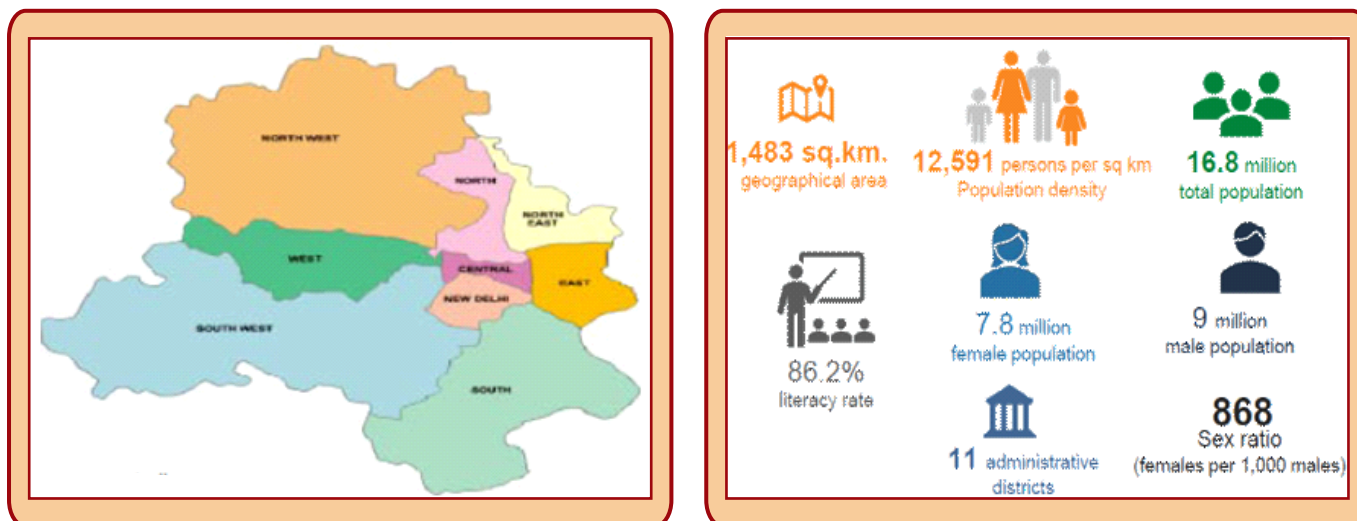
Executive Summary



Note: GSVA -Gross State Value Added

Source: State Budget, Ministry of Tourism, Central Statistics Office, Hotelivate India State Ranking Survey 2017

Delhi Fact File



Key Insights

- ❖ Delhi is the capital of India and also a state for administrative purposes. It is one of the largest metropolises in the country. Delhi shares its borders with the states of Uttar Pradesh and Haryana.
- ❖ Delhi has a cosmopolitan culture with a mix of languages in use. English & Hindi are commonly spoken for everyday transactions. Punjabi, Bihari, Haryanvi, etc., are the other languages used.
- ❖ Delhi is divided into 33 sub-divisions under 11 districts. The Union Government's area is managed by the New Delhi Municipal Council (NDMC).
- ❖ The National Capital Region (NCR) of Delhi includes the neighbouring cities of Gurgaon, Noida, Ghaziabad, Faridabad, Neharpar (Greater Faridabad), Greater Noida, Sonapat, Panipat, Karnal, Rohtak, Bhiwani, Rewari, Baghpat, Meerut, Alwar, Bharatpur and other nearby towns.

Source: Delhi Economic Survey, Census 2011

Advantage: Delhi

Attractive avenues of investment

- ❖ Delhi has emerged as a key state with immense scope for development of the service industry such as BFSI, IT and ITeS, and consulting, among others.
- ❖ It has an attractive real estate market and is a preferred tourist destination. Many global corporations have offices in the state.

Political and Economic Hub

- ❖ As Delhi is the seat of Central Government, it has an important position in the country in terms of formulation of policies.
- ❖ It has also become an important centre of trade and commerce, as a number of key industry associations operate in the state. The state also hosts several trade conventions and fairs throughout the year.

Rich Skill Pool

- ❖ Delhi has a large skill base; 30% of the work force is qualified for occupations such as engineering, medicine, law, and consultancy.
- ❖ As Delhi is the country's capital and has ample facility support, it attracts skilled and semi-skilled labour from across the country. It houses some of the country's most prestigious institutes such as IIT, IIFT, FMS & AIIMS.
- ❖ Among all states, Delhi has the largest share of skilled work force, making it suitable for knowledge-based economic activities such as IT/ITeS, designing, R & D and financial services.

Policy and Infrastructure Support

- ❖ Arrangements of fiscal and policy incentives are proposed under the Industrial Policy for Delhi.
- ❖ Delhi has a well-developed social, physical and industrial infrastructure. It has wide roads, an international airport and a well-developed network of rail and metro infrastructure. The state has more than 100% telecom penetration and high internet penetration.

Source: Ministry of Statistics and Programme Implementation, News articles

State Vision 2030

Industry

- ❖ Upgradation & modernisation of existing industries.
- ❖ Recognition & inclusion of new industries.

Infrastructure Development

- ❖ Build resilient infrastructure, promote inclusive and sustainable industrialization and foster
- ❖ innovation.
- ❖ Building regulations for safety of structures as per seismic zone.

- ❖ Land use zoning as permicrozonation.

Health Infrastructure

- ❖ To improve public health and reduce infant mortality and child malnutrition
- ❖ Focus on public health care institutions

Shelter

- ❖ Housing for urban poor
- ❖ Regularise unauthorised colonies.
- ❖ Optimum utilisation of available sources for housing.
- ❖ Enhancement of ground coverage.

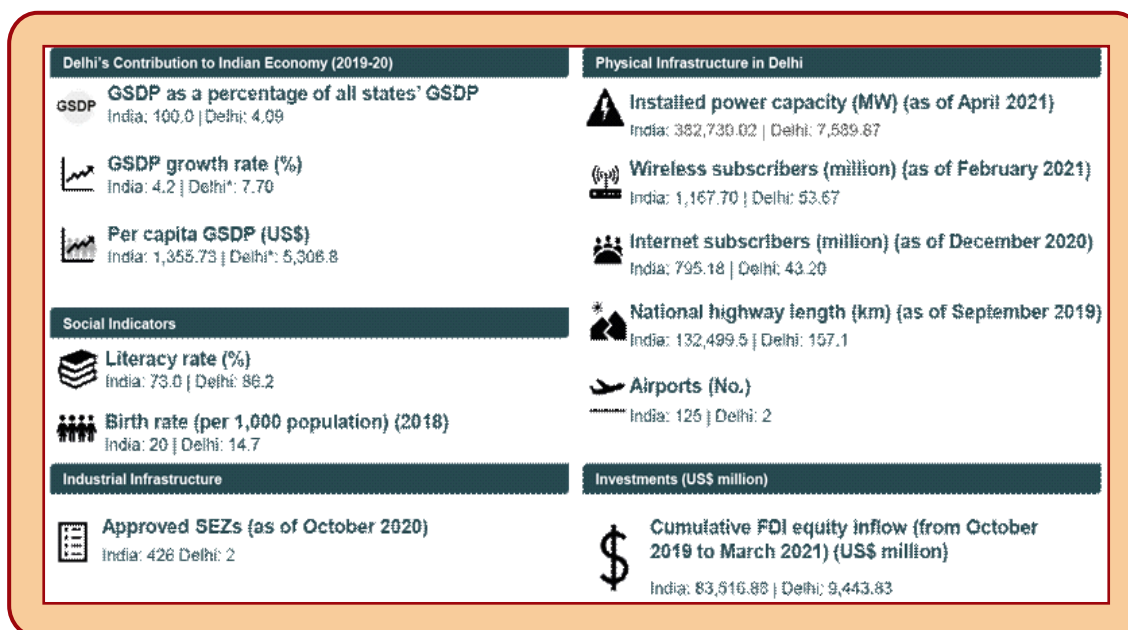
Educational Facilities

- ❖ Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- ❖ Achieve gender equality and empower all women and girls
- ❖ To raise primary and secondary enrolment rates and minimise dropouts

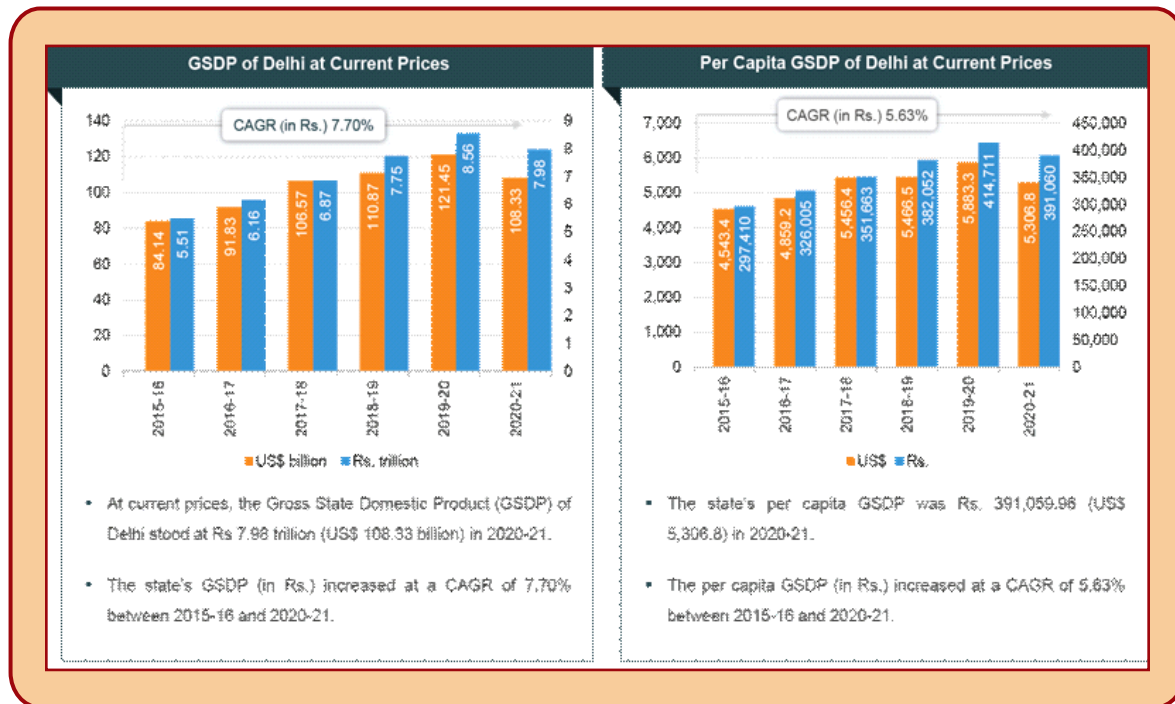
Water Supply and Sanitation

- ❖ Provide safe, qualitatively better and affordable potable drinking water to all
- ❖ Access to proper hygienic sanitation to all

Delhi in Figures



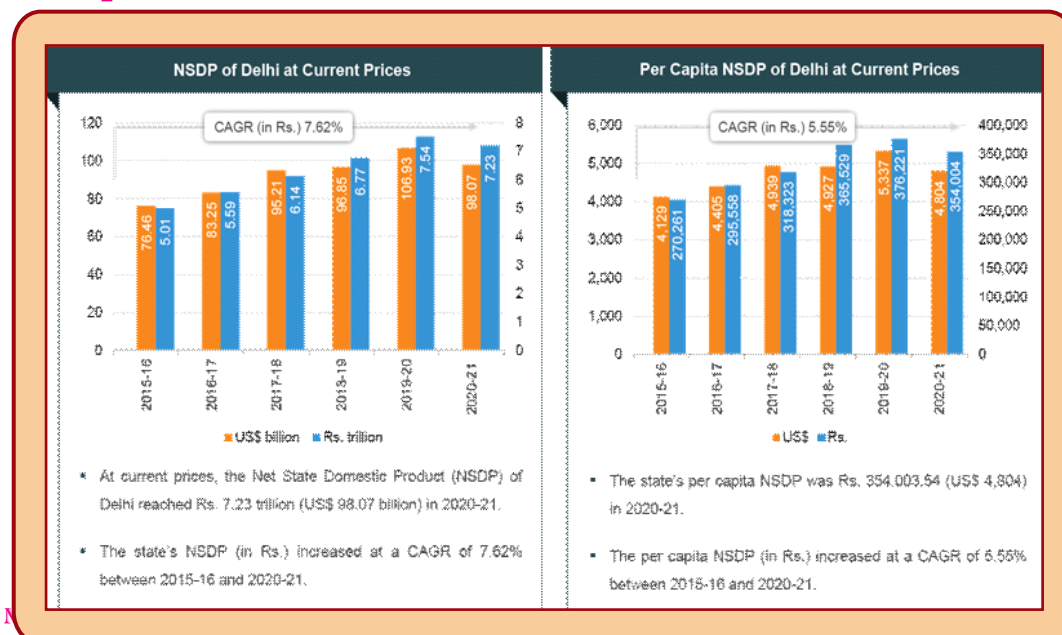
Economic Snapshot – GSDP



Note: Exchange rates used are averages of each year

Source: Ministry of Statistics & Programme Implementation

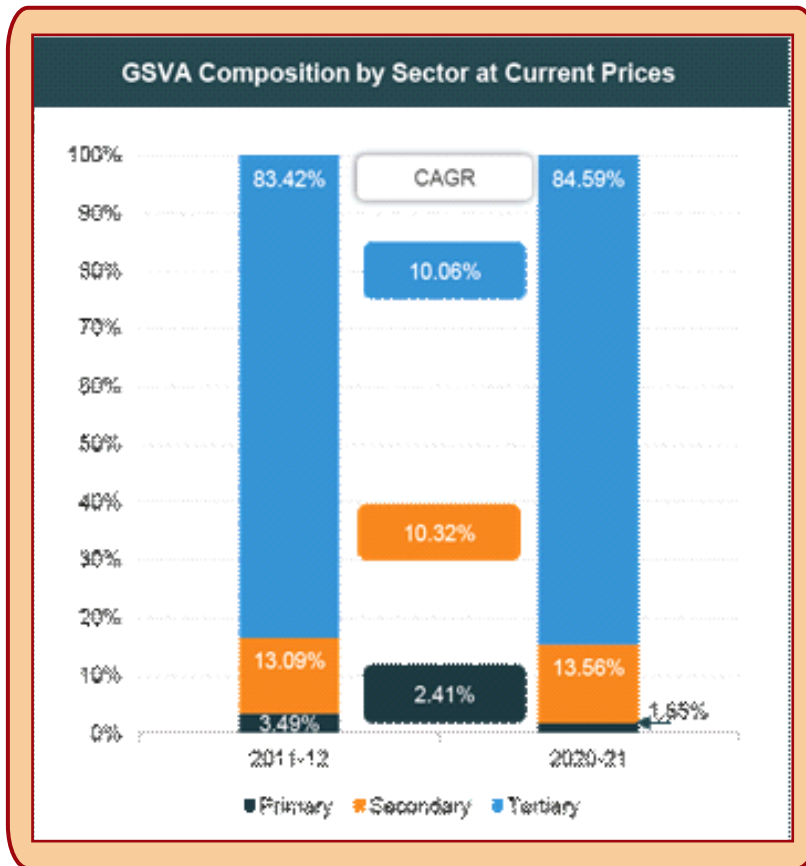
Economic Snapshot – NSDP



Note: Exchange rates used are averages of each year

Source: Ministry of Statistics & Programme Implementation

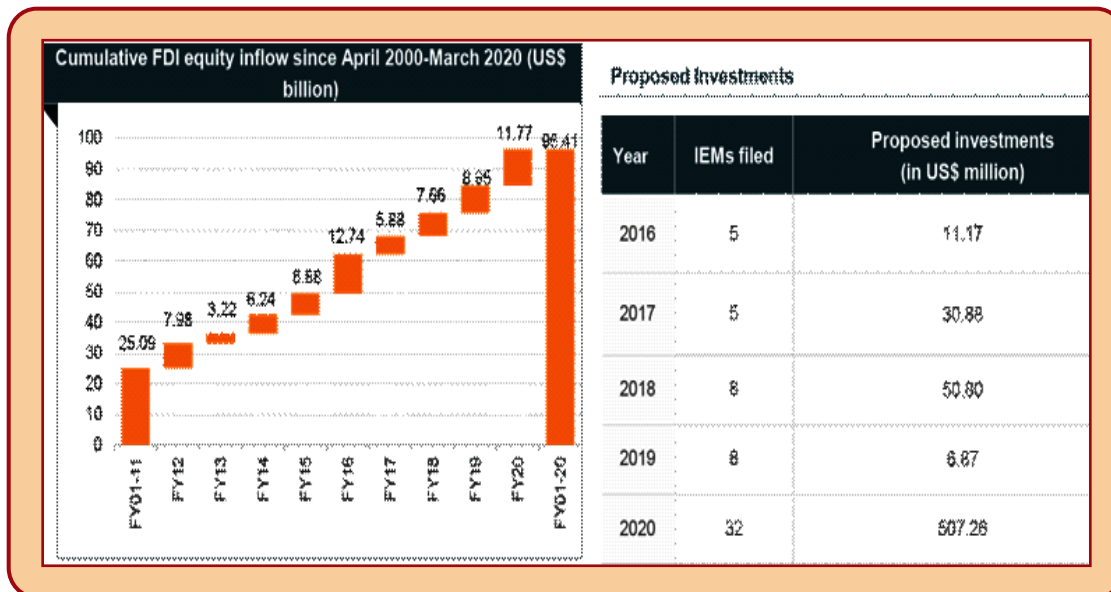
Economic Snapshot – % Distribution of GSVA



- ❖ Commerce and trade contribute more to Delhi’s economy than manufacturing and agriculture.
- ❖ In 2020-21, at current prices, the tertiary sector accounted for 84.59% of the GSVA of Delhi, followed by the secondary sector at 13.56% and primary sector at 1.85%.
- ❖ The tertiary sector in Delhi in increase data CAGR of 10.06% between 2011-12 and 2020-21, while the secondary and primary sectors increase data CAGR of 10.32% and 2.41%, respectively, during the same period.

Source: Ministry of Statistics & Programme Implementation

Economic Snapshot – FDI Inflow & Investments

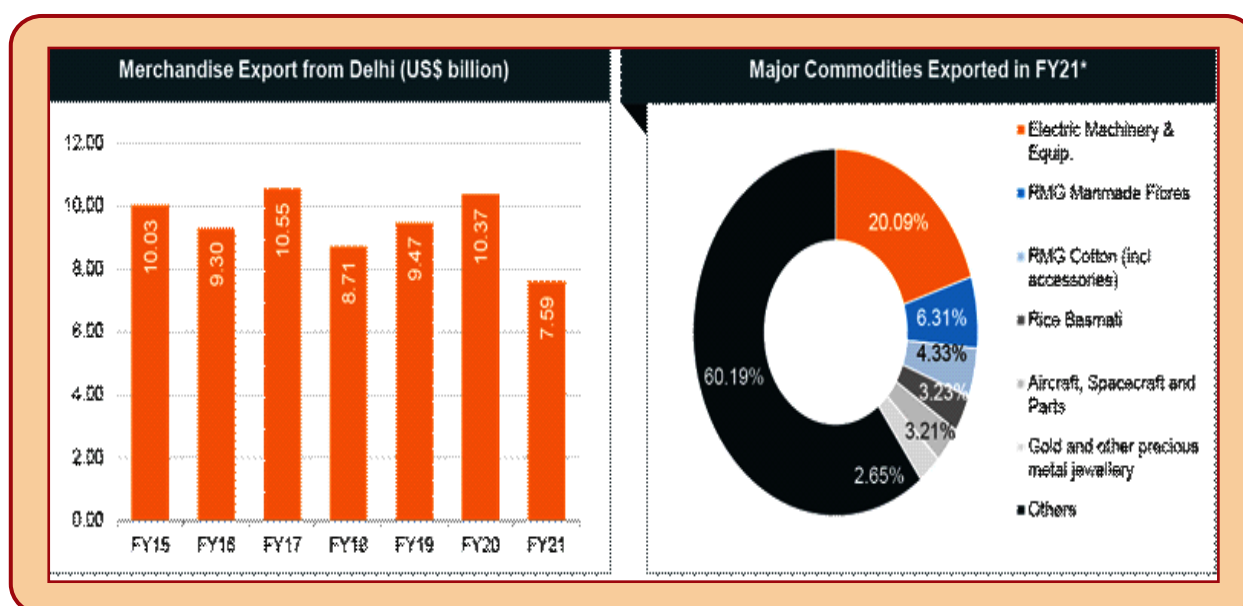


Note: IEMs – Industrial Entrepreneur Memorandum Intentions, FDI-Foreign Direct Investment

Source: Department for Promotion of Industry and Internal Trade (DPIIT)

- ❖ According to Department for Promotion of Industry and Internal Trade (DPIIT), cumulative FDI inflow in Delhi amounted to US\$ 96.41 billion during April 2000 and March 2020.
- ❖ Between October 2019 and March 2021, FDI inflow in Delhi stood at US\$ 9,443.83 million.
- ❖ In 2020, 32 IEMs with proposed investment worth Rs.3,710 crore (US\$507.26 million) were filed in Delhi.

Economic Snapshot - Export Trends



Source: DGCIS Analytics

- ❖ Total merchandise exports from Delhi stood at US\$7.59 billion in FY21.
- ❖ Electric machinery and equipment, ready made and manmade fibres, ready made cotton (including accessories) and basmati accounted for a majority share in the overall merchandise exports of the state.
- ❖ In order to boost Delhi's export preparedness, the 'State Export Award' was introduced in 2020 for outstanding export performers contributing significantly to the state economy by earning foreign exchange through exports of goods and services.

Growth of road network in Delhi by agency (in lane km)	
Agency	As of March 2020
East DMC	532
South DMC	8572
North DMC	3272.65
New Delhi Municipal Council	1,290
Public Works Department	
National highways	616
Other roads	6,308*
DSIIDC	1,844.77
I&FC	298
DDA	435

Note: * - Flyovers of a length of 62 Kms is included

Source: Delhi economic survey 2020-21, Annual Budget 2020-21

Physical Infrastructure – Roads

The road network in Delhi is being developed and maintained by National Highway Authority of India (NHAI), Public Works Department (PWD), Municipal Corporations of Delhi, New Delhi Municipal Council (NDMC), Delhi Cantonment Board (DCB) and Delhi Development Authority (DDA).

Details of roads maintained by different agencies is provided in the table.

In December 2020, the Delhi government appointed a consultant for redesigning the national capital roads on the lines of European cities and the project is likely to be completed by early 2023.

Buses with modern CCTV and 'disabled-friendly lift' have been included in Delhi's fleet for the first time in the country. New low-floor buses have now been included in Delhi's transport fleet since the Commonwealth Games.

1.32 lakh CCTV cameras were installed in 2020 and will continue to touch 2.8 lakh in 2021.

The state government, under Budget 2021-22, has allocated Rs. 8,944 crores (US\$ 1.23 billion) towards transport. The following provisions were made in the State Budget 2021-22 for the education sector:

- ❖ Rs. 2,200 crore (US\$ 302.71 million) has been provided as grants-in-aid to the Delhi Transport Corporation for meeting its working deficit.

- ❖ Rs. 1,500 crore (US\$ 206.39 million) has been allocated as compensation for meeting the deficit of cluster buses.
- ❖ Rs. 486 crore (US\$ 66.87 million) has been provided for concessional passes and subsidy for female travelers in DTC and cluster buses.
- ❖ Rs. 467 crore has been budgeted for deploying marshals in them.
- ❖ Rs. 500 crore (US\$ 68.80 million) has been allocated for street scaping and beautification of roads.
- ❖ To replace old vehicles and encourage plying of electric vehicles, the “Delhi Electric Vehicle Policy” has been approved.
- ❖ The policy aims to improve Delhi’s air quality by bringing down emissions from the transport sector and promote rapid adoption of Battery Electric Vehicles (BEVs).

Physical Infrastructure – Railways

Delhi Metro		
Phase I	Phase II	Phase III
20.23% underground	27.92% underground	33.79% underground
72.85% elevated	70.33% elevated	66.21% elevated/at grade
6.91% at grade	1.73% at grade	Not Available
Delhi Metro existing phase length		
Phase	Length (km)	
Phase I	65.1	
Phase II	124.93	
Phase III	160 (after completion)	
Phase IV	60.1 (after completion)	

Source: Delhi Economic Survey 2019-20, Delhi Metro Rail Corporation

- ❖ The Delhi Metro has become the city’s life line and in Phase-IV, another 108kms with 78 new stations are expected. After completion of Phase-IV, the no. of metro commuters is expected to increase to about 71.26 lakh.
- ❖ The average daily line utilization of Delhi Metro is 56.61 lakh per day by January 2021.

- ❖ The Board of National Capital Region Transport Corporation has invested US\$3.34 billion in the Rapid Rail Transit Corridor (RRTC), which will operate between Delhi, Ghaziabad and Meerut, making it a 92km long corridor.
- ❖ In May 2021, the Delhi Metro Rail Corporation Ltd.(DMRC) invites an online global expression of interest from eligible and interested consultants for implementation of the Delhi Metro Phase 4.
- ❖ On December 28, 2020, Prime Minister, Mr. Narendra Modi flagged off the country's first-ever fully-automated driver less train service on the magenta line of Delhi Metro.
- ❖ Metro line from Mayapuri Pocket-III to Trilokpuri is likely to be completed in March 2021 and extension to Dhaula Bus Stand is scheduled to finish by September 2021.

Physical Infrastructure – Airports

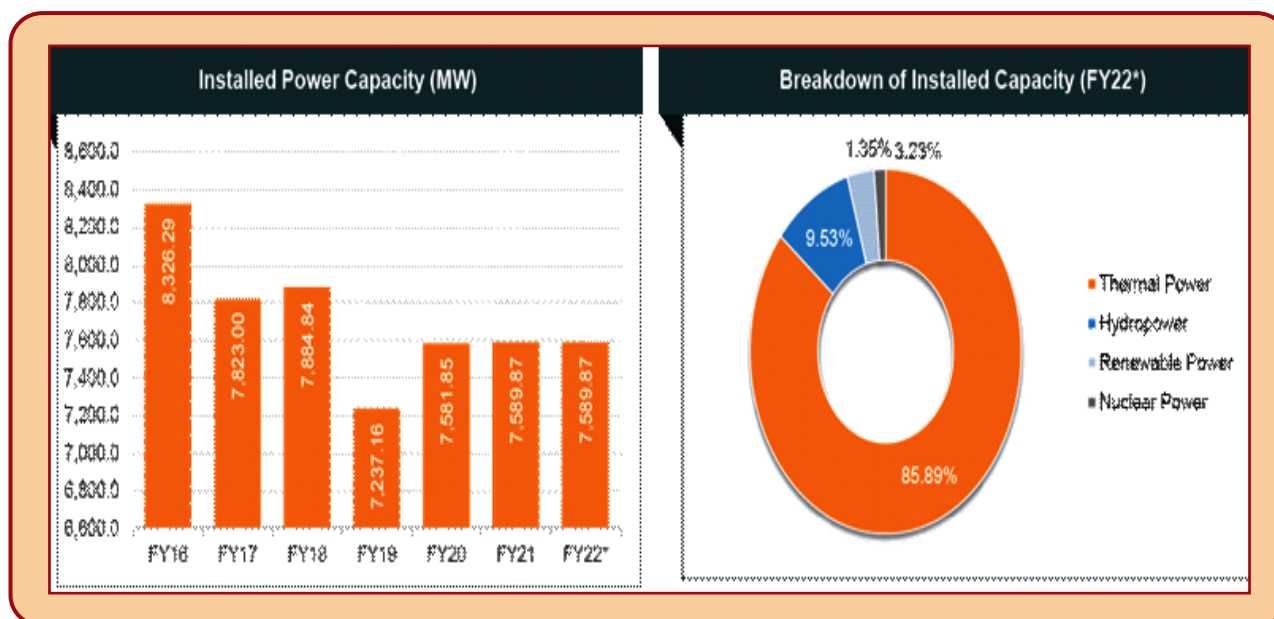
Airport indicators			
Year	Passengers	Aircraft movement	Freight handled (tonnes)
2015-16	48,424,165	344,113	787,168
2016-17	57,703,096	397,799	857,419
2017-18	65,591,662	441,299	963,032
2018-19	68,233,864	460,429	1,042,948
2019-20	67,301,016	450,012	955,858
2020-21	22,583,736	213,088	737,431

Source: Airports Authority of India

- ❖ The Indira Gandhi International Airport in Delhi serves domestic and international passengers. It was the 12th busiest air port in the world in 2019 in terms of traffic volumes. The air port handled around 67.30 million passengers in FY20.
- ❖ Terminal 3 is spread over a 500,000 square metre area and equipped with 95 immigration counters, 168 check-in counters and 78 passenger boarding bridges to handle 34 million passengers per annum (MPPA) and 12800 bags per hour. The planned ultimate design capacity of the air port is 100MPPA.
- ❖ The Indira Gandhi International Air port has been awarded the 'International Safety Award' by British Safety Council.
- ❖ The Government is planning to build a second airport in the NCR region in Jewar in four phases, to be operational in the next five to six years.

- ❖ In December 2020, Delhi airport's Terminal3 installed 'Xovis' passenger tracking system that would help manage the flow of people, reduce waiting time and ensure social distancing.

Physical Infrastructure –Power



Note: * – Until April 2021, MW- megawatt

Source: Central Electricity Authority, Delhi Economic Survey 2018-19

- ❖ As per the Delhi Economic Survey 2020-21, the number of electricity consumers in Delhi has increased by 81.74% from 2010 to 2020. Between 2010-11 and 2019-20, the number of consumers increased from 40.47 lakh to 61.68 lakh.
- ❖ As of April 2021, Delhi had a total installed power generation capacity of 7,589.87 MW, of which 6,518.98 MW was contributed by thermal power, 723.09 MW by hydropower, 224.97 MW by renewable power and 102.83 MW by nuclear power.
- ❖ According to the State Budget 2021-22, the government allocated Rs. 3,225 crore (US\$ 443.75 million) to the energy sector for providing subsidies to customers through DISCOMs. At present, about 42 lakh households in Delhi (more than 83% of the total domestic electricity consumers) are
- ❖ Getting electricity subsidies compared with 2015.
- ❖ The government, under the Delhi Solar Energy Policy, is encouraging solar energy projects. As of December 2020, approximately 4,664 solar power units (with an aggregated capacity of 193 MW) had been installed in Delhi.

- ❖ About 200 acres of land for the installation of solar power plant has been offered by farmers under the 'Mukhyamantri Kisan Aay Bad hotary Yojana'.

Physical Infrastructure –Telecom

Telecom Infrastructure (as of February 2021)	
Wireless subscribers (million)	53.67
Wireline subscribers (million)	3.35
Internet subscribers (million) (as of December 2020)	41.84
Tele-density (%)	277.27

Source: Telecom Regulatory Authority of India, News Article

- ❖ At 277.27%, Delhi had the highest tele-density in India, as of February 2021.
- ❖ According to the Telecom Regulatory Authority of India (TRAI), Delhi had 53.67 million wireless and 3.35 million wire line subscribers as of February 2021.
- ❖ The key telecom operators in the state are Reliance Jio, Bharti Airtel, Vodafone Idea and Mahanagar Telephone Nigam Limited (MTNL).
- ❖ From January 01, 2021, BSNL started telecom services in Delhi on behalf of MTNL.

Physical Infrastructure – Urban

Population Holding Capacity of Existing Urban Area in 2021	
Zone	Population ('000)
A	570
B	630
C	788
D	813
E	2,800
F	1,975
G	1,955
H	1,865
Dwarka	1,300
Rohini III	160
Rohini IV & V	820
Narela	1,620
Total	15300

Source: Delhi Economic Survey 2020-21, Delhi Budget 2021-22, PRS India, News Article

- ❖ About 98% of the total population of Delhi lives in urban areas. The state has very strong electrification level and about 99% of the household had access to sanitation facilities.
- ❖ Housing and Urban Development are the priority sectors in the development planning process of Delhi. The Delhi Development Authority (DDA) is the sole agency responsible for land, land development and public housing in Delhi.
- ❖ In January 2021, the DDA launched its 2021 housing scheme for sale of 1,354 flats, mostly in the High-income Groups (HIG) and Middle-Income Groups (MIG). The scheme is linked to the credit-linked subsidy scheme under the Pradhan Mantri Awas Yojana.
- ❖ In its 'Smart City Plan', the New Delhi Municipal Council (NDMC) had envisioned 108 projects worth Rs. 1,577.21 crore (US\$217.54 million). As of FY 2020, of the 108 projects, 81 have been completed.
- ❖ The Delhi government has proposed an allocation of Rs. 5,328 crore (US\$733.11 million) for housing and urban development, an increase of Rs. 1,605 crore (US\$220.84 million) from last year, in its budget for 2021-22.
- ❖ Rs. 1,550 crore (US\$213.27 million) has been allocated for the development of unauthorized colonies of Delhi.
- ❖ Rs. 512 crore (US\$70.45 million) has been provided to municipal corporations for strengthening and mechanizing conservancy and sanitation services.

Social Infrastructure – Education

Higher Educational Infrastructure (2020-21)		School Education (2019-20)			
Universities	14		Nos	Enrolment (in lakh)	Number of teachers
Deemed to be universities	3	Pre primary and primary schools	2,682	21.08	27,040
Institutes of national importance	5	Middle schools	867	11.39	12,905
Colleges for general education	91	Secondary schools	359	7.27	9,828
Colleges for professional education	103	Senior secondary schools	1,783	5.02	107,944

Source: Delhi Budget 2020-21, 2021-22, National Health Mission, Sample Registration System September 2017, News Article

- ❖ Delhi is shedding an outdated model for the new National Education Policy 2020. Additionally, new digital methods of learning and innovative techniques of teaching is propelling it to global standards to create new benchmarks.
- ❖ As of 2020-21, Delhi has 14 universities, 9 deemed to be universities and 91 colleges for general education. There are 5,691 recognised schools in Delhi with an approx. enrolment of 44.76 lakh students, as per the Delhi Economic Survey 2020-21.
- ❖ The state government, under Budget 2021-22, has allocated Rs. 15,707 crore (US\$ 2.16 billion) towards education. The following provisions were made in the State Budget 2021-22 for the education sector:
 - ❖ Assistance of Rs. 1,460 crores (US\$ 200.89 million) has been provided to local bodies for primary education.
 - ❖ Rs. 670 crore (US\$ 92.19 million) has been budgeted for the Samagra Shiksha Abhiyaan.
 - ❖ Rs. 240 crore (US\$ 33.02 million) has been allocated towards the Right to Education Act.
 - ❖ In May 2021, the Delhi government announced free education for children (until 25 years of age) orphaned due to the COVID-19 pandemic and a compensation of Rs. 2,500 (US\$ 35) each month.

Social Infrastructure – Health

- ❖ Delhi has one of the best health infrastructures in the country. The state offers sophisticated medical care with the latest state-of-the-art technology for treatment.
- ❖ The Delhi government implemented the Ayushman Bharat-Pradhan Mantri Jan Arogya Yojana in 2020-21 to provide health insurance cover up to Rs. 5 lakh (US\$ 6.90 thousand) per family every year.
- ❖ In the State Budget 2021-22, the government proposed to provide COVID-19 vaccine free of cost to the people of Delhi across government hospitals.
- ❖ Further, a health card will be issued to all citizens, which should be used through an online Health Information Management System.
- ❖ In April 2021, the Delhi government announced to provide a medical assistance of Rs. 5,000 (US\$ 68.5), subject to a maximum of Rs. 10,000 (US\$ 138) per family, for COVID-19 positive construction workers in the city.
- ❖ Building on lessons learnt from arresting the brutal fourth wave of COVID-19 in May 2021, the Delhi government has recently started preparing for the next COVID-19 wave,

ramping up medical oxygen supplies and transport, hiring health care workers and augmenting infrastructure.

- ❖ The state government, under Budget 2021-22, has allocated Rs. 9,934 crore (US\$ 1.37 billion) towards health and family welfare. The following provisions were made in the State Budget 2021-22 for the health sector:
 - ❖ Rs. 1,293 crore (US\$ 177.91 million) has been allocated for capital projects (including developing healthcare infrastructure and upgrading existing infrastructure in hospitals).
 - ❖ Rs. 1,480 crore (US\$ 203.64 million) has been allocated for the Delhi State Health Mission.
 - ❖ Rs. 50 crore (US\$ 6.88 million) has been allocated for providing free COVID-19 vaccines to citizens.

Industrial Infrastructure

Project Name	Location	Sector
Delhi State Industrial Information Development Corporation Ltd.	Baprola village, Delhi	IT
Delhi State Industrial Information Development Corporation Ltd.	Baprola village, Delhi	Gems and Jewellery

On the industrial infrastructure front, the state has undertaken a number of development initiatives such as redevelopment of industrial clusters & maintenance of industrial areas under the Public-Private Partnership (PPP) model.

The state Government has initiated a set of prestigious projects, including those in industrial infrastructure for specific sectors, through the Delhi State Industrial & Infrastructure Development Corporation Limited (DSIIDC).

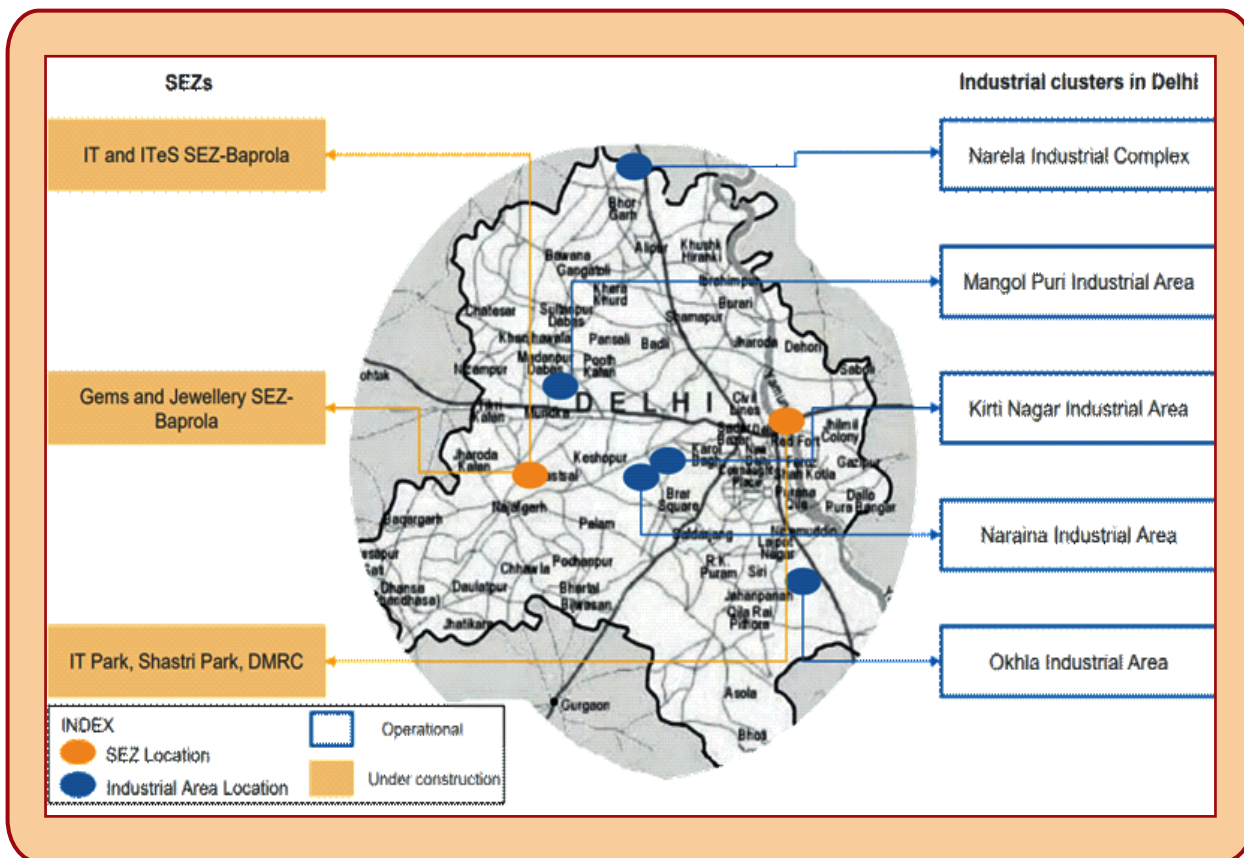
Delhi has 29 planned industrial areas and 4 flatted factories complex. In addition, 25 non-conforming industrial clusters have been notified for development.

According to the Delhi 2021 Master Plan, the state will be promoted as a hub of clean, high-technology & skilled economic activities. Initiatives would be taken for the modernisation of

existing & inclusion of new industries such as those related to IT/ITeS. The plan emphasises industrial development without effluents, smoke and noise pollution.

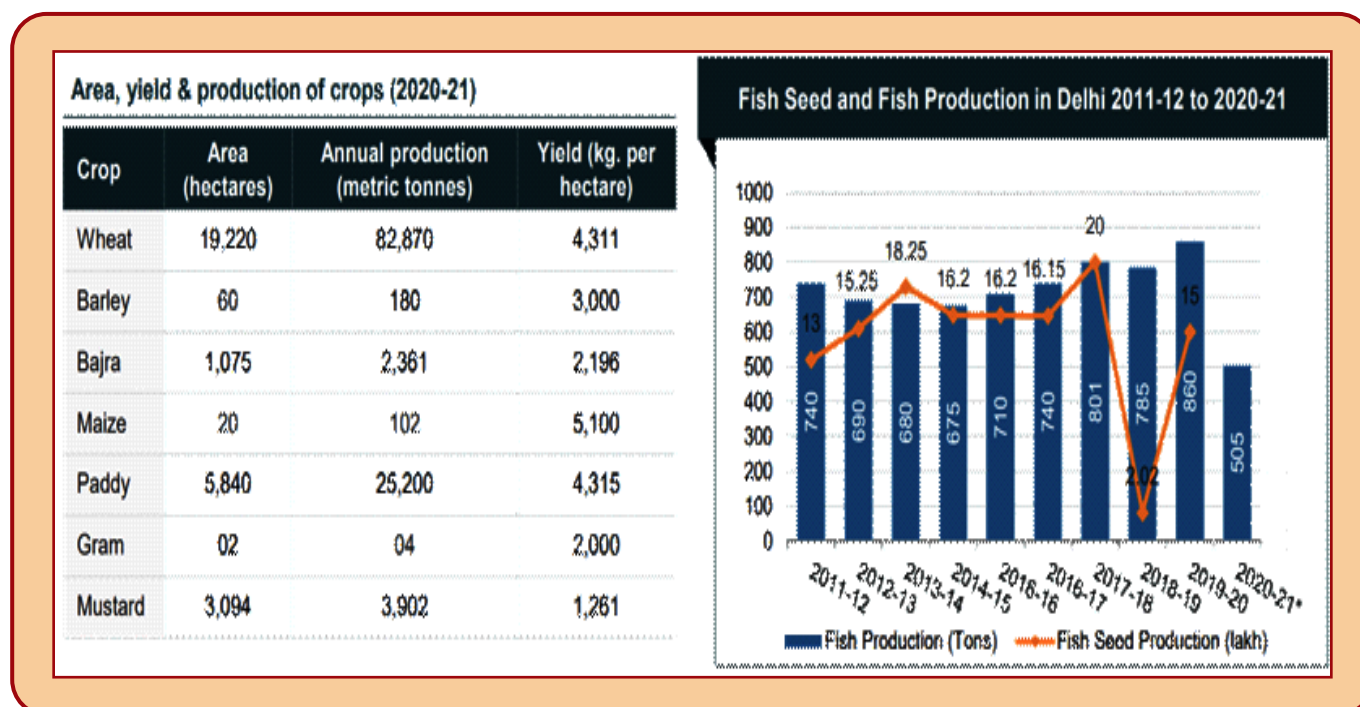
Narela Industrial Complex

- ❖ DSIIDC has developed 612 acres of land in Narela. The first phase of construction of 1,800 plots is complete.
- ❖ The construction of facility centres providing shops and commercial spaces has already been completed. About 50,000 trees have been planted in the complex. An area of 10 acres covered under the central park is proposed to be developed as central plaza.
- ❖ Of the remaining land available in the estate, 70 acres is proposed to be utilised for relocation of industries. There is also a proposal for construction of a high-tech estate for ITeS in an area of 50 acre savailable in the complex.



Source: Ministry of Commerce & Industry, Department of Commerce

Key Sector – Agricultural and allied industries



Note: *Until December 2020

Source: Ministry of Agriculture, Economic Survey of Delhi, Annual budget 2018-19

- ❖ Commonly grown crops in the state are wheat, barley, jowar, bajra, mustard and vegetables. Wheat was the main food crop in Delhi in 2020-21.
- ❖ There are nine principal markets and 12 different sub-markets for trade of agricultural produce in Delhi. The main food trade markets are located in Narela, Azadpur, Morigate, Shahdara, Keshopur, Gazipur, Najafgarh and Mehrauli.
- ❖ There is ample scope for high-tech fishery such as Biofloc culture, Recirculatory Aquaculture System (RAS), ornamental fish farming and shrimp culture. The state department has introduced projects worth Rs. 38 lakh (US\$ 52.29 thousand) for white legged shrimp farming in Delhi under the 'Blue Revolution' Scheme in 2019-20.
- ❖ In 2020, the government has proposed five projects each in backyard ornamental fisheries & medium-scale ornamental fisheries, along with two projects for development of recreational & ornamental fisheries in the water bodies of Delhi. The total project cost will be Rs. 155 lakh (213.27 thousand)
- ❖ Under the Central Sponsored Scheme Pradhan Mantri Matsya Sampada Yojana (PMMSY).

Key Players



Mother Dairy was set up in 1974 under the 'Operation Flood Programme'. It is now a wholly owned company of the National Dairy Development Board (NDDB). Mother Dairy markets and sells dairy products, such as liquid milk, curd, ice creams, cheese & butter under the 'Mother Dairy' brand, the 'Dhara' range of edible oils & the 'Safal' range of fresh fruits & vegetables, frozen vegetables & fruit juices, at the national level through its sales & distribution networks for marketing food items.

Mother Dairy milk has a market share of around 66.0% in the branded sector in Delhi, where it sells 2.5 million litres of milk daily & undertakes its marketing operations through around 1,400 retail outlets and over 1,000 exclusive outlets. Furthermore, the ice cream brand of the company has around 62% market share in Delhi-NCR.

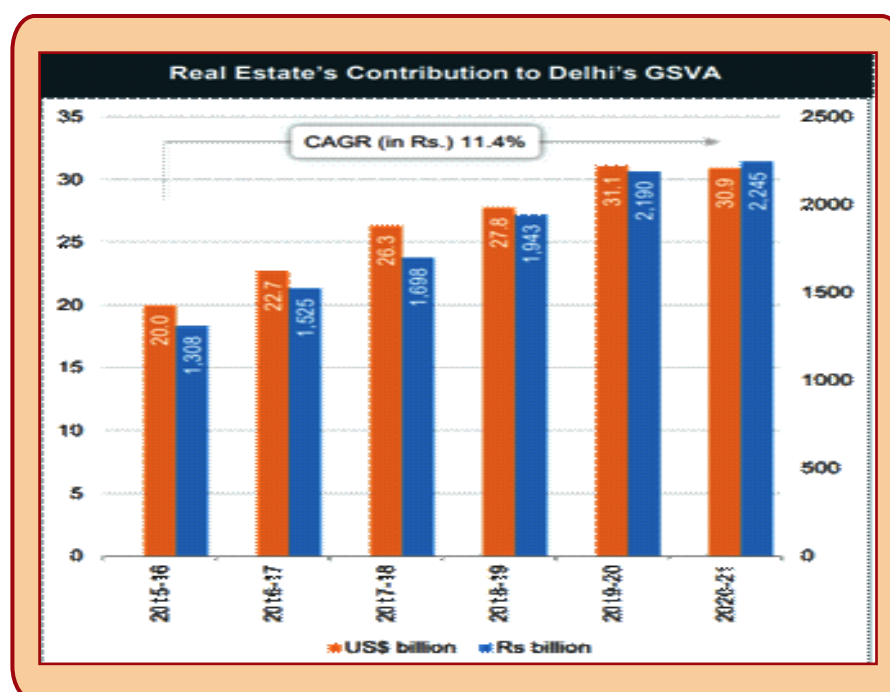
The company has a dairy manufacturing plant at Patparganj & a fruit & vegetable plant at Mangolpuri Industrial Area. It also has a distribution facility with an annual handling capacity of 200,000 tonnes of fresh fruits and vegetables.

Kohinoor Foods Ltd. offers an extensive range of products that cater to all kinds of consumers in different parts of the world, from basmati rice, ready-to-eat products, cook-in sauces & cooking pastes to spices, seasonings & frozen food. It has a strong market presence not only in India but also in the US, the UK, Dubai, Canada, Japan, Australia, Singapore and other European countries. It has an office in Greater Kailash in New Delhi.

Sterling Agro Industries markets its dairy products under its brands 'NOVA' and 'A-ONE'. The company's office in Delhi is located at Pitampura. Nova products include ghee, butter oil, butter, skimmed milk powder, full cream milk powder, dairy whitener, butter milk powder and milk powder blends.

Key Sector - Construction and Real Estate Sector

- ❖ The real estate market in Delhi is lucrative and attracts investors from India and abroad. Owing to the advanced infrastructural base, the city meets the requirements of a profitable investment.
- ❖ Real estate, ownership of dwelling and professional services contributed Rs. 2,245 billion (US\$ 30.9 billion) to Delhi's Gross State Value Added (GSVA) in 2020-21.
- ❖ Delhi Development Authority has reduced the minimum area requirement for farmhouses to 1 acre from 2.5 acres earlier. The revised norm offers owners of an estimated 2,700 farmhouses in the city the opportunity to downsize and monetise their surplus property.
- ❖ Housing sales in the Delhi-NCR market increased by 6% QoQ at 6,644 units in January-March 2021.
- ❖ Rents of premium office buildings are expected to increase 5% annually over 2018-20 with an influx of 3 million square feet of office space in the same period.
- ❖ The office market in Delhi NCR witnessed a net absorption increase of 5%, with 1.07 million sq. ft., in Q1 2021 (QoQ)



Note: Q-o-Q - Quarter - over - Quarter

Source: Delhi Economic Survey 2018-19, MOSPI, Colliers International

Key Players



DLF is primarily a real estate developer, rated as India's largest construction company in the sector. Its primary business is the development of residential, commercial & retail properties. DLF has been in this industry for over 60 years and has developed homes, offices, malls, SEZs, hotels and infrastructure projects. DLF developed some of the first residential colonies in Delhi such as Krishna Nagar in East Delhi. It started off with its first landmark real estate development project Qutub Enclave (DLF city) and then proceeded to build the Gurgaon township.

Now, DLF has pan-India presence, with its properties being developed in almost all tier I and II pan India. In Delhi, in the commercial sector, DLF has built infrastructure in Vasant Kunj, Saket and Mayur Vihar. It has also developed some office spaces. The corporate office of the company is located in Delhi.

Established in 1990, Raheja Developers has portfolio in the field of construction, innovation, design, architecture, cinema and hotels. The company has collaborated with several top notch groups like The Leela Hotel, Tata Housing, L&T, Best Western and Ginger hotel. The company has set up luxury houses, India's tallest skyscrapers.

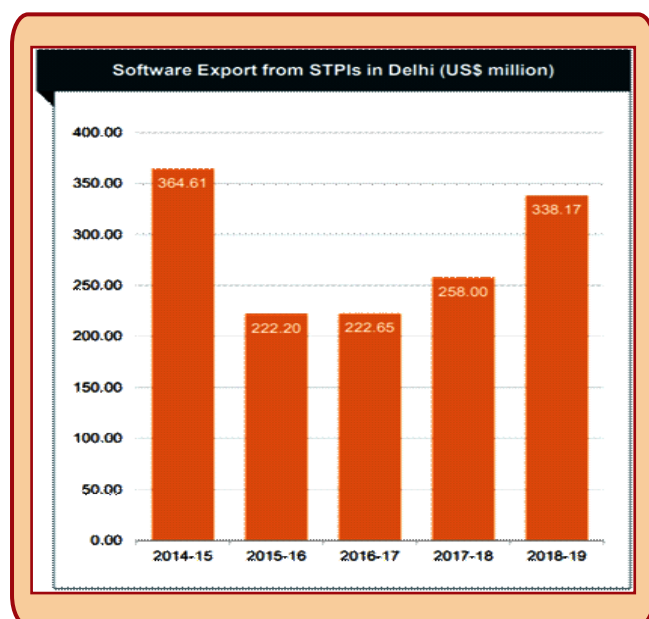
So far, company have delivered approximately 26 million sq. ft. of construction inventory across all segments. And another 27 million sq. ft. area including future developments is under execution.

One of the oldest real estate developer companies in the NCR, Ansal API has ventured into retail shopping malls, township development, hotels, clubs, facilities management, etc. Ansal has made large deals in residential and commercial properties located in Delhi-NCR, UP, Haryana, Punjab, Rajasthan, etc. The company has completed several

residential buildings such as Gauri Sadan, Upasana at Hailey Road and Dhawan Deep on the Jantar Mantar Road at Connaught Place in New Delhi.

The company has constructed the 'Ansal Plaza' shopping mall in South Delhi, apart from several landmark highrise commercial buildings such as the Statesman House.

Key Industries - IT and Other Knowledge-based Industries

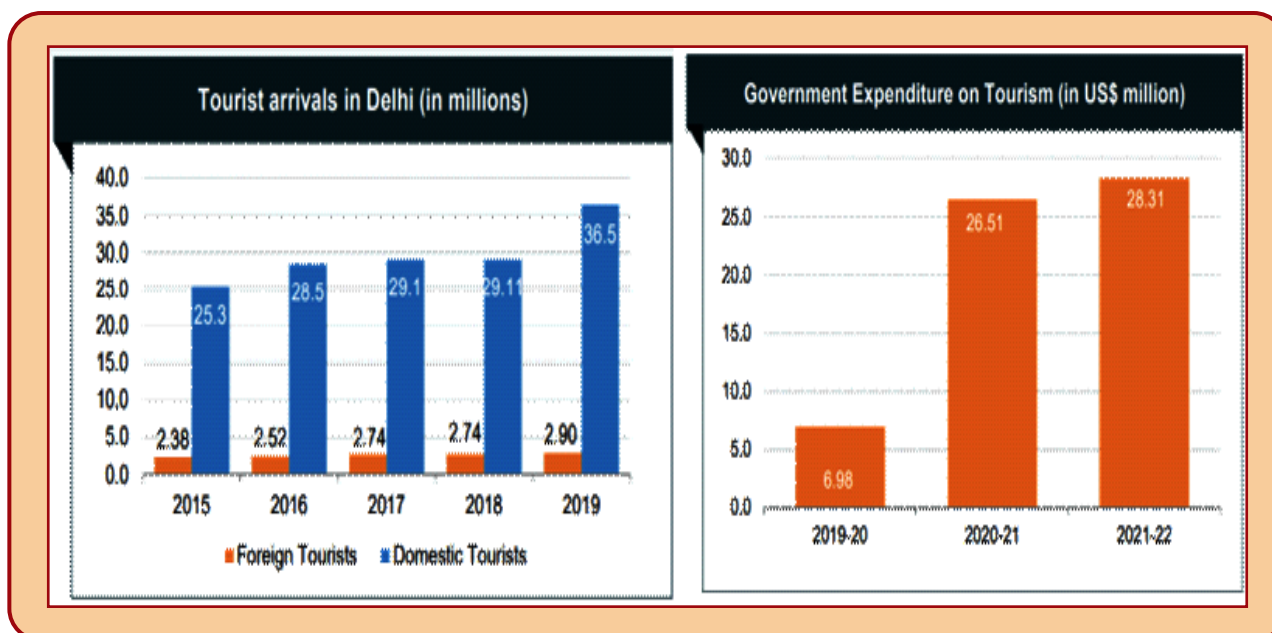


- ❖ There are a number of software companies in Delhi. These organisations are involved in the businesses of Enterprise Resource Planning (ERP), Structured Query Language (SQL) server, Document Management Systems, Customer Relationship Management (CRM), software development, Active Server Pages (ASP), web development, online office automation, etc.
- ❖ NASSCOM, the premier trade body and the chamber of commerce of the IT and BPO industry in India, is headquartered in New Delhi.

- ❖ Enabling institutions such as Software Technology Parks of India (STPI), a society set up by the Ministry of Information Technology, Government of India, for encouraging, promoting and boosting software exports from India, is located in New Delhi.
- ❖ Software exports from STPIs in Delhi was worth Rs. 2,363.45 crore (US\$ 338.17 million) in 2018-19.
- ❖ As per the new Industrial Policy for Delhi 2010-21, the Government is keen on developing and promoting the hi-tech, sophisticated, knowledge-based IT &ITeS industries in the state. For this, the Government has planned to set up 'Centre of Excellence' to promote innovation and entrepreneurship in the sectors.
- ❖ Delhi has become a start-up hub over the past few years. The government has prepared a draft start-up policy and is in the process of finalising it.

*Note: Information is as per latest available data
Source: Ministry of Electronics and Information Technology*

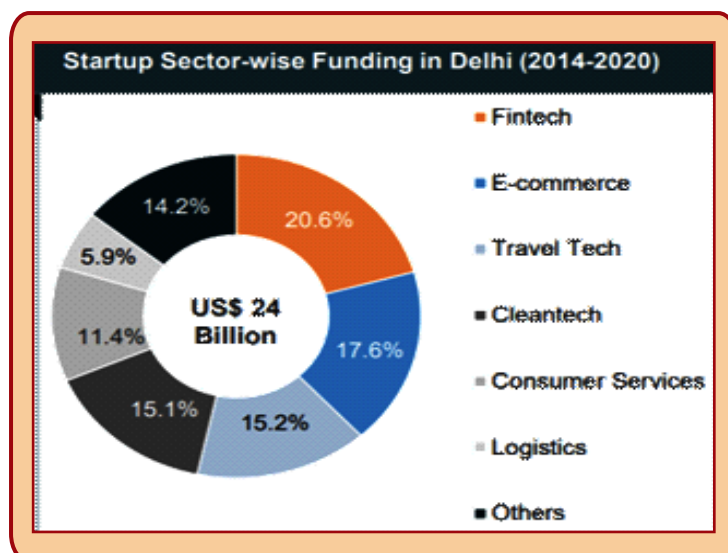
Key Sector – Tourism and Hospitality



- ❖ The metropolitan city of Delhi has always been the main tourist attraction of the country. The famous tourist places of the state are Akshardham Temple, Azad Hind Gram, Bahai Temple, Birla Mandir, Dilli Haat, Garden of 5 Senses, Humayun's Tomb, India Gate, Jama Masjid, Jantar Mantar, Lodi Tomb, Parliament House, Purana Quila, Qutab Minar, Safdarjang Tomb and Red Fort.
- ❖ Owing to its geographic advantage, Delhi is a key arrival point for foreign tourists.
- ❖ It was ranked the second-best tourist destination in India in 2019.
- ❖ The national capital received 36.46 million domestic tourists and 2.98 million foreign tourists in 2019.
- ❖ In the State Budget 2021-22, the government has proposed Rs. 521 crore (US\$ 71.69 million) for the implementation of schemes, programmes and projects in the Tourism and Art & Culture sectors.
- ❖ Two new schemes – Delhi Heritage Promotion and Delhi Tourism Circuit – will be introduced to boost tourism.
- ❖ A new scheme has been proposed to ensure the safety of women at tourist spots. This includes measures such as the installation of CCTV cameras at entry points of all tourist spots, lighting up of dark spots with LEDs, and posting of uniform-clad guards at

alltourist spots of DTTDC, and facility of mobile vans at varioustourist sites. Rs. 5 crore (US\$ 687.98 thousand) has beenproposed in the Budget 2021-22 for this purpose.

Startup Ecosystem in NCR



❖ The National Capital Region has a thriving startup ecosystem and is home to more than 9,000 startups with the highest number of online retail startups in India. Major online startups like Lenskart, PayTM, and Policy Bazaar are based in the region.

❖ The region has produced about 13 unicorns such as PayTM, Oyo and Zoma to, withat least one new unicorn emerging each year since 2013. Between

January 2020 and June 2020, 109 start-ups were founded in Delhi, followed by 63 in Bengaluru and 44 in Mumbai, according to data by the venture capital industry tracker Tracxn. Start-ups in edtech, fintech and enterprise applications repurposed their solutions tooffer COVID-related solutions.

❖ In December 2020, Chief Minister Mr. Arvind Kejriwal announced plans to launch a start-up policy to help students who have excellent ideas and want to start their own businesses. The policy is aimed to provide legal and technical guidance and will aid students in getting loans and subsidies to help them implement a business idea.

Source: InnoVen Capital, Economic Times, Tracxn, Press releases

Company	Investor	Deal Size
OYO Rooms	SoftBank and Founder Ritesh Agarwal-owned RA Hospitality Holdings	US\$ 807 million
M3M	Oaktree Capital Management	US\$ 76 million
Aye Finance	CapitalG	US\$ 28.90 million
SirionLabs	Tiger Global and Avatar Growth Capital	US\$ 44 million
B9 Beverages	Sequoia India; Belgium-based investment firm Sofina; Sixth Sense Ventures; and Neoplux, a Korean private equity fund.	US\$ 35 million

Key Procedures and Policies

- ❖ Single-window approval mechanism The Delhi Government has set up a Business Facilitation Council (BFC) to facilitate single-window clearances from various departments for establishing industrial enterprises in a time-bound manner.
- ❖ The BFC is headed by the Secretary and Commissioner (Industries) with the Joint Commissioner (Industries) as its member secretary. It will be operated through the BFC cell headed by the Joint Commissioner of Industries.
- ❖ The major objective of the BFC is to facilitate entrepreneurs in obtaining clearances from various departments/agencies in a time bound and efficient manner for setting up industrial enterprises.
- ❖ BFC will be the single point contact for entrepreneurs until Part-II of the entrepreneur memorandum is received and production is commenced.
- ❖ Senior functionaries of concerned departments such as the Department of Industries, Delhi Pollution Control Committee, Trade & Taxes Department, Electricity Distribution Companies, Municipal Corporation of Delhi, Labour Department, Delhi Fire Service Department, Drug Controller, District Magistrate, Delhi State Industrial & Infrastructure Development Corporation Ltd & Excise Department will be the nodal officers.
- ❖ These nodal officers shall ensure that the applications received by their departments are processed without any undue delay.

Key Approvals Required

Approvals and clearances required	List of procedures	Departments	Estimated time
	❖ Obtain Director Identification Number (DIN) online from the Ministry of Corporate Affairs portal (national)		1 day
	❖ Obtain digital signature certificate online from private agency authorised by the Ministry of Corporate Affairs (national)		3 days

Approvals and clearances required	List of procedures	Departments	Estimated time
Registration for starting a new business	<ul style="list-style-type: none"> ❖ Reserve the company name online with the Registrar of Companies (ROC) (national) ❖ Stamp the company documents at the State Treasury (state) 	Authorised agent	2 days 2 days
	<ul style="list-style-type: none"> ❖ Get the certificate of incorporation from the Registrar of Companies, Ministry of Corporate Affairs (national) 	ROC	5 days
	<ul style="list-style-type: none"> ❖ Make a seal (private) ❖ Obtain a Permanent Account Number (PAN) from an authorised franchise or agent¹ ❖ Obtain a Tax Account Number (TAN) for income taxes deducted at source from an authorised franchise or agent¹ 	Authorised agent	1 day 12 days 12 days
	<ul style="list-style-type: none"> ❖ Register for Value Added Tax (VAT) at the Commercial Tax Office (state)¹ ❖ Register with Employees' Provident Fund Organisation (national)¹ ❖ Register for medical insurance at the regional office of the Employees State Insurance Corporation (national)¹ 	Central and state excise	9 days 13 days 15 days
Obtaining construction permit	<ul style="list-style-type: none"> ❖ Obtain no-due tax certificate from the House Tax Department (municipal) ❖ Obtain no-objection certificate regarding land use as per master plan/ zonal plan (municipal) ❖ Notarise the affidavit/ undertaking (private sector)¹ 	House Tax Department	18 days

Approvals and clearances required	List of procedures	Departments	Estimated time
	<ul style="list-style-type: none"> ❖ Apply for building permit at the Municipal Corporation of Delhi(MCD) ❖ Receive inspection of the site by the Municipal Corporation of Delhi (municipal) ❖ Obtain building permit from the Commissioner of the Municipal Corporation of Delhi (municipal) 	MCD, Delhi	67 days
	<ul style="list-style-type: none"> ❖ Hire an independent electricity contractor and obtain load approval (private) ❖ Apply for permanent electricity connection with the BSES (private) ❖ Receive on-site inspection by BSES (private) 	BSES	3 days
	<ul style="list-style-type: none"> ❖ Receive inspection by an engineer from the Municipal Corporation of Delhi at the plinth level ❖ File completion certificate and apply for occupancy permit at the Municipal Corporation of Delhi (municipal) ❖ Receive final inspection of the construction by the Municipal Corporation of Delhi (municipal) ❖ Obtain occupancy permit from the Municipal Corporation of Delhi (municipal) 	MCD, Delhi	33 days
	<ul style="list-style-type: none"> ❖ Apply for permanent water & sewerage connections to Delhi Jal Board (municipal) ❖ Apply for permanent phone connection at Bharat Sanchar Nigam Limited (national)¹ 		

Approvals and clearances required	List of procedures	Departments	Estimated time
	<ul style="list-style-type: none"> ❖ Receive an initial on-site inspection from Delhi Jal Board(municipal)¹ ❖ Obtain permanent water & sewerage connection from the Delhi Jal Board ❖ Obtain permanent electricity connection from BSES (private)¹ ❖ Obtain phone connection (with inspection) from the BSNL(national)¹ 	Respective authorities	63 days
Registering property in New Delhi	<ul style="list-style-type: none"> ❖ Check for encumbrances at the office of the sub-registrar of assurances (state) 		3 days
	<ul style="list-style-type: none"> ❖ Pay the stamp duty at the State Treasury and obtain stamp paper (state) 		2 days
	<ul style="list-style-type: none"> ❖ The final sale deed is prepared by the buyer or his lawyer (private)¹ ❖ Execute and register the final sale deed at the office of sub-registrar (state) 		11 days
	<ul style="list-style-type: none"> ❖ Apply to the circle revenue office for mutation of the property title (state) 		40 days

Registration – Small Scale Industries

Small-scale industries registration has been simplified and replaced by memorandum under the MSMED Act 2006. Furthermore, filing of the memorandum is optional for micro, small & medium manufacturing enterprises and micro, small service enterprises.

The MSMED Act 2006 defines:

- ❖ Manufacturing enterprises in terms of investment in plant and machinery, excluding land and buildings
- ❖ Service enterprises in terms of investment in equipment

Classification	Enterprise	Investment	Filing memorandum
Manu facturing	❖ Micro enterprise	US\$ 0.05 million	Optional
	❖ Small enterprise	US\$ 0.05-0.92 million	Optional
	❖ Medium enterprise	US\$ 0.92-1.84 million	Optional
Service	❖ Micro enterprise	US\$ 0.02 million	Optional
	❖ Small enterprise	US\$ 0.02-0.37 million	Optional
	❖ Medium enterprise	US\$ 0.37-0.92 million	Mandatory

Key Investment Promotion Offices

- ❖ State Level Export Promotion Committee (SLEPC) has been constituted to draw export policy, action plan and approve infrastructure projects for financial assistance under Assistance to States for Developing Export Infrastructure & Allied Activities (ASIDE) scheme of Central Government.
- ❖ DSIIDC is responsible for the distribution of funds to the developer agency under the ASIDE scheme upon approval of a project.

Key Agency	Description
Delhi Financial Corporation	This organisation provides financial assistance for industrial and commercial activities in the state.
Delhi State Industrial and Infrastructure Development Corporation Limited (DSIIDC)	It is involved in providing infrastructure and marketing facilities to industries.
Delhi Khadi and Village Industries Board	It offers financial assistance to specific types of small scale industries (khadi and village industries).
The Department of Industries, Government of NCT of Delhi	This organisation serves as the nodal agency to plan, promote and develop industries in the state.

	Agency	Contact information
	Delhi Financial Corporation (DFC)	Plot No 37 and 38, Institutional Area, Pankha Road, D-Block Janakpuri, Delhi - 110058. Phone: 91-11-2852 5035 Fax: 91-11-28525041 Email: dgmfdc.delhi@nic.in
	Delhi State Industrial Development Corporation Limited (DSIIDC)	N-Block, Bombay Life Building, Connaught Circus, New Delhi - 110001. Phone: 91-11-2331 4231-33 Email: support@dsiidc.org Website: www.dsiidc.org
	Delhi Khadi and Village Industries Board	Delhi Financial Corporation Building, 5 th Floor, Nigam Bhawan (Old Hindu College), Kashmere Gate, Delhi - 110006 Phone: 91-11-2383 1194 Email: md-dkvib@nic.in Website: www.dkvib.delhigovt.nic.in
	Department of Industries, Government of NCT of Delhi	Office of the Commissioner of Industries, Udyog Sadan, Plot No - 419, F I E Patparganj, Delhi - 110092.

Cost of Doing Business in Delhi

Parameter	Cost estimate
Commercial office space cost (per sq ft)	US\$ 130 to US\$ 965
Labour cost (minimum wages per day)	Un-skilled: US\$ 5.9 Semi-skilled: US\$ 6.5 Skilled: US\$ 7.1
Power cost (per kWh)	Commercial: US\$ 0.13 to US\$ 0.15 Industrial: US\$ 0.11 to US\$ 0.14
Residential rent (per sq ft per month)	US 23 cents to US 105 cents
Five-star hotel room (per night)	US\$ 190 to US\$ 415
Water (per 1,000 litres)	Industrial: US 25.23 cents to US 252.39 cents

Source: Delhi Electricity Regulatory Commission, Delhi Jal Board, Government of National Capital Territory of Delhi, Ministry of Labour and Employment, Government of India, Industry sources.

- 1** **Medical Policy for 2015-2016**
 - The Government has allocated a sum of US\$ 11.46 million for opening new Primary Health Centers.
 - Government is supplementing the Universal Immunisation Programme by implementing the "Indradhanush Kawach" in a mission mode to cover all left out children.
 - The health Department, GNCTD has decided to set up a Health Project Division for Planning and execution of all health sector projects of Department of Health & Family Welfare, GNCTD. [Read more](#)
- 2** **Excise Policy for 2015-2016**
 - Collection of Excise duty at import level from wholesale licensee
 - To cancel the current renewal system of excise licenses of hotels, restaurants and clubs. Once the payment of approved annual fee is done, the licenses will continue to function
 - Microbreweries to function at hotels and restaurants only if they seek license
 - To increase the sale verification limit of low-cost liquor brands from 60,000 cases (including sale in Delhi) to sale of 80,000 cases (excluding sale in Delhi) [Read more](#)
 - No increase in excise duty this year
- 3** **Delhi Electric Vehicle Policy 2020**
 - To improve Delhi's air quality by bringing down emissions from vehicles.
 - To drive rapid adoption of Battery Electric Vehicles (BEVs) such that they contribute 25% to new vehicle registrations by 2024. [Read more](#)
- 4** **Delhi Solar Energy Policy 2016**
 - To generate 1,000 MW of solar power in the next five years
 - To promote solar energy and installation of solar panels on roof-tops of every Government building [Read more](#)
- 5** **THE GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI (AMENDMENT) BILL, 2021**
 - To promote harmonious relations between the legislature and the executive, and further define responsibilities of the elected Government and Lieutenant Governor in line with the constitutional scheme of governance of the National Capital Territory of Delhi [Read more](#)
- 6** **Delhi Electricity Regulatory Commission (Demand Side Management) Regulations, 2014**
 - To control the damage to the environment by reducing the emission of the green house gases.
 - To guard the interests of the consumers and result in the overall decrease in tariff for all the consumers. [Read more](#)
- 7** **New Land Pooling Policy**
 - Delhi Development Authority has changed its land acquisition policy to develop housing.
 - The new policy is based on the concept of land pooling, wherein the land owner transfers the land ownership rights to the designated land pooling agency. The agency develops the acquired land and later transfers a part of developed land back to the land owner.
 - According to the new land-pooling policy:
 - For areas of 3-20 hectares, private developers will be able to retain 40% of developed land.
 - For areas above 20 hectares, private developers will be able to retain 60% of the developed land.[Read more](#)
- 8** **Industrial Policy for Delhi 2010-21**
 - The Industrial Policy for Delhi 2010-21 aims to make Delhi a hub of clean, high-technology and skilled economic activities by 2021 by adhering to the following basic principles:
 - Encouraging cluster development of hi-tech and skilled industries through public private partnership.
 - Infrastructure development.
 - De-congestion.
 - Promoting 'walk to work'.
 - Simplifying business.
 - Industry consultation in decision making and sustainability.
 - Promoting knowledge-based industries.[Read more](#)

Source of Chapter 1: India Brand Equity Foundation <http://www.ibrf.org/>



CHAPTER 2

Delhi Higher Education System

2.1 Delhi Directorate of Education

The Ministry of Education, Government of Delhi through the Delhi Directorate of Education manages the city's public school system. It is one of the India's largest school education system. Delhi government has made several efforts for the growth of education in Delhi. Govt. of Delhi spends around 10% of its total plan allocation on Education Sector. The share of the Sector (General Education, Technical Education, sports and Arts & Culture) in total Plan expenditure of Delhi Government for last 5 years has increased from 8.49% in 2004-05 to 10.32% in 2008-09 to 26% in the year 2019-2020.

2.2 Higher Education

There are about 500,000 students enrolled into higher education and vocational education institutes in Delhi NCR. With more than 188 colleges and 28 University level institutions the HEIs of Delhi are most sought after by the students. Delhi boasts of being home to some of the top engineering Institutes in India such as IIT Delhi, NIT Delhi, Indraprastha Institute of Information Technology, NSIT, Delhi Technological University (formerly DCE) and Jamia Millia Islamia. Apart from the government engineering institutions like Ambedkar Institute of Advanced Communication Technologies and Research and G. B. Pant Engineering College, New Delhi, there are also several private institutions which are affiliated to the Guru Gobind Singh Indraprastha University, Delhi (Fig. 2.1).

There are several polytechnics and ITIs in Delhi NCR. Normally a person who has passed 10th standard (SSLC) is eligible for admission to an ITI. The objective of opening of ITIs is to provide vocational education and "technical manpower to industries". The Polytechnic level institutes and Industrial training institutes (ITI) , recognized by the Ministry of Labour and Employment, awards diplomas and certificates.

All India Institute of Medical Sciences (AIIMS) is considered amongst the best medical research and treatment centers in India. Delhi has ten medical institutes, out of which six provide both

undergraduate and postgraduate education in medicine while other two are researched based. These medical institutes are affiliated to the University of Delhi or GGSIPU. AIIMS is managed by the Central Government and Institute of Liver and Biliary Sciences is a Deemed-to-be-University offering PG programs and focusing on Research. Faculty of Dentistry (Jamia Millia Islamia University) and Maulana Azad Dental College (Delhi University) are some of the dental schools.

2.3 Delhi Directorate Higher Education Annual Plan 2019-20*

Govt. of NCT of Delhi has been striving to promote higher education in terms of providing necessary infrastructure facilities, resources, and proper environment to the institutions working in the field of higher education. The Govt. established seven State Universities namely, Guru Gobind Singh Indraprastha University, National Law University, Ambedkar University Delhi, Delhi Technological University, IITD, Delhi Pharmaceutical Science and Research University and IGDTU for women. All these initiatives taken by Government for promotion of higher and technical education is an attempt to develop Delhi into a knowledge city. For expansion and strengthening of higher education opportunities in Delhi, the Directorate provides grants to four State Universities, namely, AUD, NLU, GGSIPU and DIHRM and 28 colleges of Delhi University – 12 of which are 100% funded and 16 colleges are 5% funded.

There are 27 schemes in the Revenue head and 2 schemes in the capital head of DHE. The total budget estimate to these schemes for 2019-20 is Rs.399.50 Crores. Besides this an allocation of Rs 150 Crore has exclusively been kept in PWD head for carrying out various infrastructure projects of Government colleges/universities which come under purview of Directorate of Higher Education (DHE).

The 28 colleges and 4 universities to whom Grant in Aid (GIA) for 2019-20 is funded by DHE are detailed in Table 2.1.

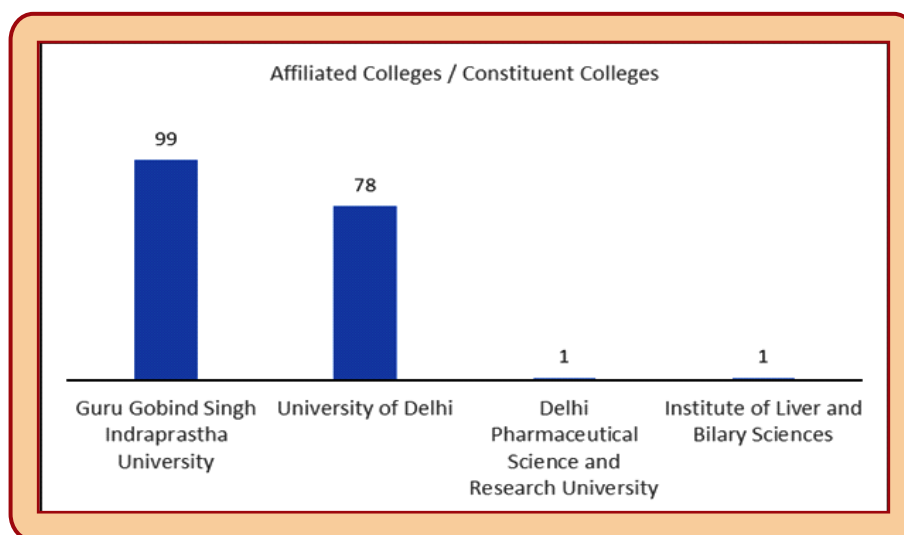


Fig. 2.1 University wise distribution of Affiliated/Constituent Colleg

Table 2.1: Budget Allocation for Government Institutions for Infrastructure projects by DHE

Sl. No	Name of University/Colleges	Amount (Rs. in Crores)
1	100 % GNCTD funded 12 Colleges	264.00
2	5 % GNCTD funded 16 Colleges,	8.00
3	Ambedkar University, Delhi (AUD)	73.50
4	National Law University (NLU)	10.50
5	Delhi Institute of Heritage, Research and Management (DIHRM)	3.00
6	Guru Gobind Singh Indraprastha University (GGSIPU)	14.00
7	Establishment of Sports University	1.00
8	Other schemes	25.50
	Total Outlay	399.50

The two schemes i.e. “Merit-cum-means linked Financial Assistance scheme” and “Delhi Higher Education & Skill Development Guarantee Scheme” are implemented by the Directorate of Higher Education through the ‘Delhi Higher Education Aid Trust’ and ‘Higher Education and Skill Development Credit Guarantee Fund Trust’. The details of schemes are as under:

(i) Merit-cum-means linked financial assistance scheme of ‘Delhi Higher Education Aid Trust’

Merit-cum-means linked financial assistance scheme of ‘Delhi Higher Education Aid Trust’ is administered by the Directorate of Higher Education. The scheme covers students from all the Districts of Delhi (e-District Portal of Delhi Govt.) pursuing Undergraduate courses in the Seven state Universities of Delhi and their affiliated / constituent colleges. Under this scheme, the eligible students are being provided financial assistance by utilizing the funds available in the ‘Delhi Higher Education Aid Trust’. Students having National Food Security Card may avail financial assistance equivalent to 100% of tuition fee. Students not covered under food security scheme and having less than Rs.2.50 lakh annual family income may avail benefit to the tune of 50% of tuition fee and students having annual family income in the range of Rs.2.50 lakh to Rs.6.00 lakh may avail benefit equal to 25% of tuition fee. The students should have 60% marks in preceding class to avail the financial assistance and 5% relaxation in marks is allowed for SC/ST students. During the year

2018-19, the scheme opened for students on 1st Sep. 2018 and closed on 31st January, 2019. Out of the total 2960 applications received 2429 Undergraduate students of Delhi benefitted and received financial assistance to the tune of Rs.14.16 Crore.

(ii) Delhi Higher Education & Skill Development Guarantee Scheme of 'Higher Education and Skill Development Credit Guarantee Fund Trust':

Government of NCT of Delhi, as a part of its 70 Action Points, has envisaged a Higher Education and Skill Development Guarantee Scheme for students who have completed their X and XII standards from Delhi schools and wish to pursue diploma or degree level courses or specified skill development courses in Delhi. Under the scheme, students can avail educational loan upto Rs.10 Lacs from 13 Nationalized Banks for which the guarantee is provided to banks through Delhi Higher Education and Skill Development Credit Guarantee Fund Trust limited to the Corpus with the 'Trust'. The students availing the facility need not furnish any collateral or margin money. The scheme will be applicable to all students regardless of the student's background.

The Higher Education and Skill Development Guarantee Scheme aims at providing financial support from the banking system to meritorious students for pursuing higher education in Delhi or pursuing recognized degree or diploma level courses or skill development courses from Central /State Govt. Universities /Institutions located outside Delhi, within India. The main emphasis is to facilitate meritorious student, with an opportunity to pursue higher education by availing financial support from the banking system with reasonable and affordable terms and conditions. The scheme has a corpus of Rs. 30 Crores called the Higher Education and Skill Development Credit Guarantee Fund, which will be used to provide appropriate guarantee. Under the scheme, education loans to the tune of Rs.10.03 Crore to 295 students have been disbursed through the member banks.

2.4 Management of University/College/Institution

2.4.1 Central Government

Universities/Colleges/Institutions are maintained by Central Government either directly or indirectly e.g. University of Delhi is a Central University. There are also colleges under University of Delhi which receive maintenance and other grants from Central Government funding agencies and UGC.

2.4.2 State Government

Universities/Colleges/Institutions which are maintained by State Government whether directly or indirectly e.g. Guru Gobind Singh Indraprastha University, formerly Indraprastha University, is a State University getting maintenance grant from Delhi Government and is regulated as per the Delhi Government rules and regulations.

2.4.3 Private Aided

Institutions, which are managed by an Individual, Trust, Society or Other Private Philanthropic Organizations and receive regular maintenance grants from Government or Local Body. e.g. Hindu College, Delhi affiliated to University of Delhi.

2.4.4 Private Un-aided

Institutions, which are managed by an Individual, Trust, Society or Other Private Organization, which is either not receiving any grant or in receipt of one-time ad-hoc grant for a specific purpose like building construction, strengthening of library or laboratory, one-time subsidy towards teacher salary etc., but not receiving regular maintenance grant. e.g Guru Ram Dass College of Education affiliated to Guru Gobind Singh Indraprastha University.

2.5 Statistical Information about Universities/Colleges/Institutes in Delhi*

2.5.1 Type-wise Number of Universities

As detailed above, Delhi houses all kinds of universities starting from Deemed Universities to Central universities to Private Universities within its boundaries. The details are provided in Table below.

Table 2.2: Different types of Universities in Delhi

Sl. No	Type of University	Number of University
1	Central University	04
2	Central Open University	01
3	Institute of National Importance	05
4	State Public University	07
5	Deemed University- Government	08
6	Deemed University-Government Aided	01
7	Deemed University- Private	01
	Total	27

*Source: <http://web.delhi.gov.in/>

Table 2.3. lists the Number of different types of Institutions affiliated to different types of University.

Table 2.3: Number of different types of Colleges in Delhi

Sl. No	Types of Institutions attached	Under Central University	Under State University
1	Affiliated Colleges	9	101
2	Constituent/University Colleges	69	3
3	Recognized Centers	4	2
	Total	82	106

Universities/Institutes in Delhi, offers programs in different disciplines and Specialization. Both monofaculty and multidisciplinary Universities are there and offer education through regular as well as through distance education mode to large number of students. Table 2.4. lists the specialization wise number of Universities and Colleges.

Table 2.4: Specialization wise number of Universities and Colleges

Specialization	No. of Universities	No. of Colleges
General	08	93
Agriculture	01	00
Cultural Studies	01	--
Education/ Teacher Education	01	15
Law	02	01
Management	01	07
Architecture	1	02
Commerce	--	01
Computer Application	01	
Engineering & Technology	2	14
Fine Arts	--	02

Specialization	No. of Universities	No. of Colleges
Hotel & Tourism Management	--	01
Journalism & Mass Communication	--	02
Medical-Allopathy	--	10
Medical-Ayurveda	--	02
Medical-Dental	--	02
Medical-Homeopathy	--	02
Medical-Others	1	03
Nursing	--	08
Pharmacy	1	01
Sports/Yoga/Physical Education	--	02
Others	--	19

There are 188 colleges distributed in different Districts of Delhi. As per AISHE report (18-19), there are 8 colleges per lakh population of Delhi with an average enrollment of 1545 students per college (Table 2.5).

Table 2.5: Type and number of colleges with student enrollment

Sl. No	Type of College	Number of Colleges	Enrollment
1	Government	100	182974
2	Private Aided	15	31476
3	Private Un-Aided	65	63662
	Total	180	278112

Less than 50% of the colleges in Delhi have been so far Assessed and Accredited by NAAC. Most of the accredited colleges are located in New Delhi. Fig. 2.2. shows the status of Accreditation of the Universities and colleges of Delhi. With 17 universities and 87 colleges of Delhi so far accredited by NAAC, over 50% of the HEIs of Delhi are yet to be accredited.

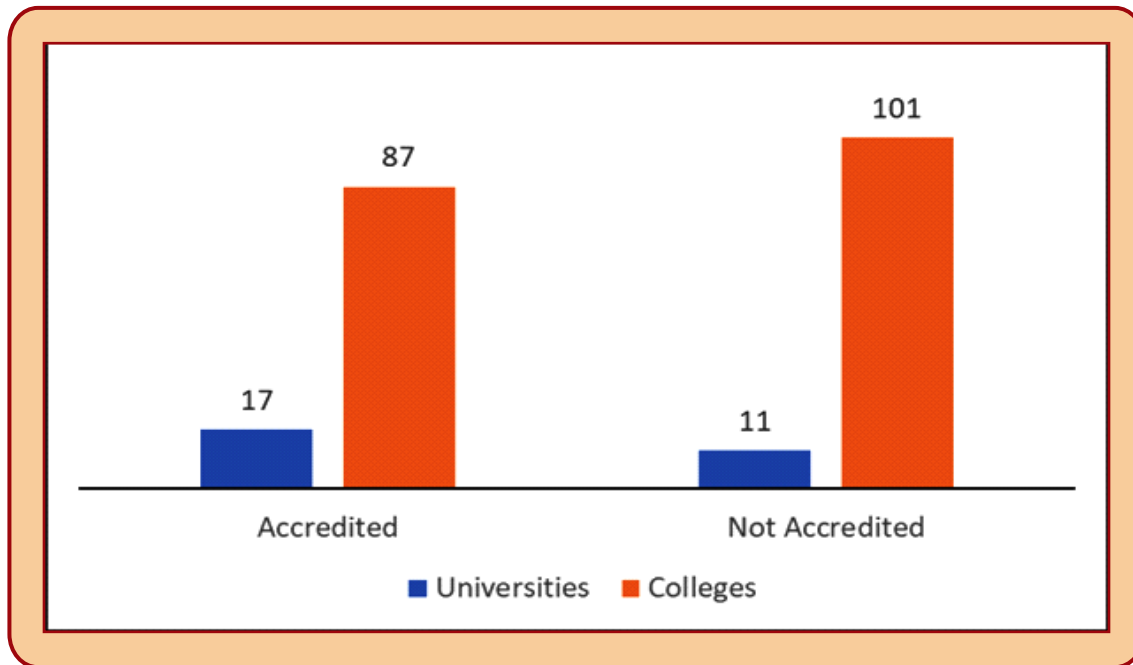


Fig. 2.2: Number of Institutions Accredited and Non accredited by NAAC

Fig. 2.3 shows that over the last 8 years, average enrollment per college has increased by about 30% indicating the impact of the constant efforts made by the government in improving the enrollment ratios.

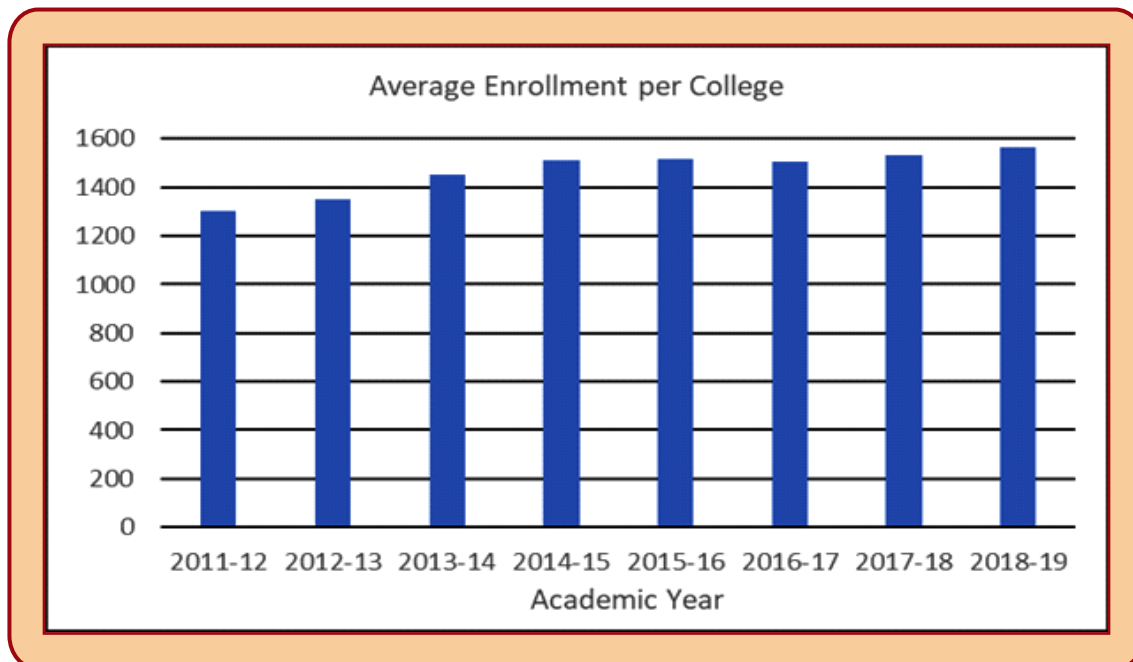


Fig. 2.3: Average student's enrollment- 2011-12 to 2018-19

Table 2.6. shows the gender wise number of students enrolled in regular and distance mode at various level of higher education.

Table 2.6: Number of students enrolled through regular and distance mode at various program levels

Sl. No	Program Level	Enrolment via Regular mode			Enrolment via Distance mode		
		Female	Male	Total	Female	Male	Total
1	Ph.D.	4493	4918	9411	--	--	--
2	M.Phil	268	2402	5086	--	--	--
3	PG	93497	65500	158997	68919	40385	109304
4	Under Graduate	405107	448749	853856	235368	289525	524893
5	PG Diploma	3831	4512	8343	2034	2579	4613
6	Diploma	14441	17907	32348	2125	1210	3335
7	Certificate	1839	2605	4444	183	257	440
8	Integrated	1882	3189	5071	---	---	---
	Total	527774	549782	1077556	308629	333956	642585

Due to the various initiatives of the subsequent Governments, the enrolment of students in HEIs of Delhi over the last eight years has shown an incremental improvement with an increase by 50% over an eight year period (Fig.2.4).

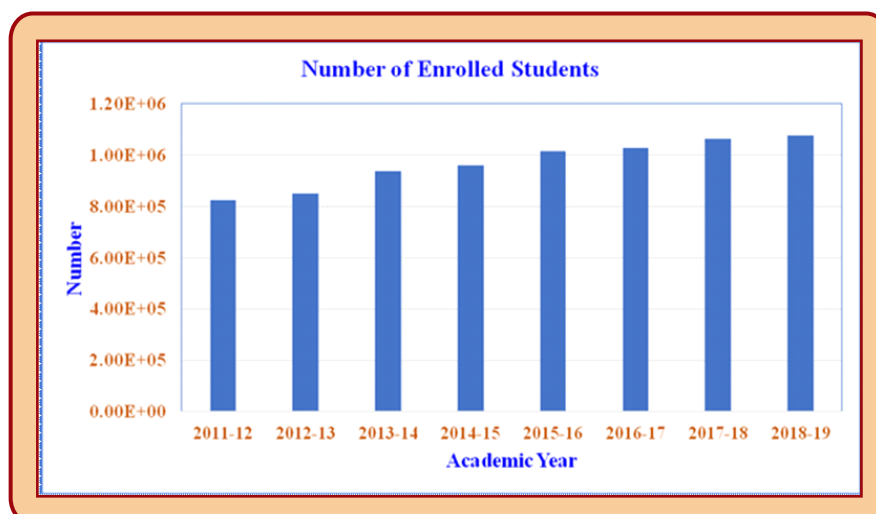


Fig: 2.4: Progressive Increase in Student Enrolment 2011-12 to 2018-19

Teacher student ratios form an important quality indicator of HEIs. Thus it is important to look at the number of teachers employed by these colleges. Table 2.7. shows that till As per AISHE report (2018-19) 20647 teachers were employed in Delhi's HEIs. With 94.09% teachers permanently employed and 5.91% teachers recruited on temporary basis most of the sanctioned posts remain filled. With 54.7% female teacher and 45.3% male teachers issues of gender parity appears to have been taken care off. Looking at the cadre ratios- 15% comprises of Professor 19.15% associate professors and 57.14%, assistant professors. To support the teaching fraternity there are Demonstrator/Tutor. 2.8% of these cadre only are on permanent basis and rest of them are temporary.

Table 2.7: Cadre wise and Gender wise distribution of Teachers in the Higher Education Institutions of Delhi

Sl. No	Cadre	Female	Male	Total	%age
1	Professor	1051	2046	3097	15.00
2	Associate Professor	2283	1671	3954	19.15
3	Assistant Professor	6781	5016	11797	57.14
4	Demonstrator/Tutor	438	142	580	2.81
5	Temporary	696	397	1093	5.29
	Total	11298	9349	20647	---

*Source AISHE report 2018-19

2.6 Some of the Digital Initiatives of the Universities in Delhi

2.6.1 Online Teaching capabilities

To provide learning support to students, University of Delhi used Google Services and integrated with the DU domain, including mails etc. Two of their major apps viz. Google Classes and Google Hangout have been integrated. All faculty members of DU can use these services to teach the students. Following are the links of user guides for basic know how and to conduct classes online.

❖ Google Classroom User Guide

❖ Google Hangouts Tutorial

There are many video-based collaboration services available e.g. webex, Zoom, Loom, Skype etc. Google has both the component and it is free for education. Similar initiatives are also adopted by Jamia Millia Islamia . All faculty members are initially trained through a two days FDP on features and use of these apps.

Apart from these, video-based collaboration services such as Zoom, Skype, WhatsApp etc. have also been used for teaching.

These services were integrated with every faculty member email account, that can be accessed by just login and clicking on the top right (multi dot icon) and that will grant access to multiple apps and these two services:

1. Google Classroom: It works like LMS (learning management system), one can share any type of document (doc, ppt, pdf etc.), create assignments, share links, conduct online test (assessment). One can create multiple classes as per the requirement.
2. Hangout: This service is for the live video interaction with students. One can run this along with the google classroom or as per your requirement and convenience. Here also one can share multiple things (including laptop/mobile screen) with students along with live video.
3. The other online services were made available through the email accounts.
 - <https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-classroom>
 - <https://www.maketecheasier.com/google-classroom-tutorial/>
 - <https://zapier.com/blog/google-hangouts-video-calls-guide/>
 - <https://edu.gcfglobal.org/en/googlehangouts/>

2.6.2 Online E-Learning Initiative (OELI)

Massive Open Online Courses (MOOCs) are free online courses available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences at scale. An India specific MOOCs (Massive Open Online Courses) platform likely to be christened "SWAYAM" indicating self-learning.

Massive Open Online Courses (MOOCs) an initiative under National Mission on Education, Ministry of Human Resource Development which is designated to achieve the three cardinal principles of Education Policy viz., access, equity and quality.

2.6.3 Smart Class

E-classroom is one such initiative taken by Government of India where use of Information Technology can help in improving the quality of education and educational professionals. This will in turn lead to improve the state and country.

e-classroom uses latest Information and communication technologies and facilitate, enhance and improve teaching standard.

Reduced cost of computers and internet has lead to establishment of e-classrooms where students can interact, learn and share learning contents on a real time basis via Internet.

Students will be present in a virtual classroom environment with professor and fellow learners which might physically be very far away.

2.6.4 Video Conferencing

Video Conferencing is available for the users in various network environments such as VPN, Fire Wall, Private IP. Specially, the single port technology containing HTTP Tunneling makes video conference in any network environment.

Video Conferencing facilities are provided by CIS in the Hall No. 2 of Lecture Hall Complex. The facility consists of a Sony PCS-1 video conferencing system which provides the latest in conferencing technology and Sony Bravia line of high-performance 46" LCD TV as monitor and 2 Mbps bandwidth connectivity dedicated for the purpose. This Video Conferencing equipment is installed in a studio-like environment with sound proofing and Air Conditioning facilities. This videoconferencing facility of JNU can be utilized by all the Schools/Centres by sending a written application addressed to the Director (CIS) mentioning the purpose, date and time (IST), name of the institution and the IP address of their equipment. By using this facility a few Video conferencing sessions have already been arranged with some institutions such as CDAC (Pune) and SBRI, USA.

2.6.5 LMS/Edusat

e-Learning and Content Management System (eLCMS) software, usually implemented as a Web application, for creating and managing the content. It is used to manage and control a large, dynamic collection of web material in text, images, animation, audio and video. It facilitates content creation, content control, editing, and many essential Web maintenance functions. Most systems use a database to store content, metadata, and/or artifacts that might be needed by the system.

A-VIEW is an advanced multi-modal, multi-platform, collaborative e-learning solution which allows an instructor to teach or interact with a large number of learners transcending

geographies on a real-time basis through live audio video streaming and synchronized content sharing.

A-VIEW allows the instructor to perform live evaluation of the learners and to get real-time feedback from attendees on the go.

A-VIEW can also act as an online meeting tool that can support online social collaboration and interactions with multiple users from various locations simultaneously.



CHAPTER 3

Accreditation of Higher Education Institutions of Delhi

3.1 Assessment of Accreditation Process - An Overview

3.1.1 Genesis and Mandate

India has taken up the quality assurance and accreditation as a means for reforming and upgrading standards of the Higher Education. On the recommendations of the Programme of Action (1992) document that provided the guidelines for the implementation of the National Policy on Education (1986), on 16 September 1994, the University Grants Commission (UGC) under section 12 CCC of the UGC Act of 1956(3), established the National Assessment and Accreditation Council (NAAC) as an autonomous body to assess and accredit institutions of higher education.

Vision

To make quality, the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

Mission

- ❖ To arrange for periodic assessment¹ and accreditation² of institutions of higher education or units thereof, or specific academic programmes or projects;
- ❖ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- ❖ To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- ❖ To undertake quality-related research studies, consultancy and training programmes, and

❖ *Assessment is a Performance Evaluation of an Institution and /or its units and is accomplished through a process based on self-study and peer review using defined criteria.*

❖ *Accreditation refers to the certification given by NAAC as an outcome of assessment which is valid for a period of five Years.*

- ❖ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

3.1.2 Evolution of the Assessment and Accreditation Framework

From the initial phase of apprehension (1994-1998) about the philosophy of external review, the Higher Education (HE) system gradually moved to the current phase of appreciation of the intrinsic benefits of accreditation.

The philosophy of NAAC is ameliorative and enabling rather than punitive or judgemental, so that all constituencies of institutions of higher learning are empowered to maximise their resources, opportunities and capabilities. NAAC has triggered a quality movement in India through its quality assurance model which takes an enhancement-led approach to quality assurance.

During the last two decades, NAAC has implemented the process for more than 200 Universities and 8000 Colleges.(Fig.3.1.)

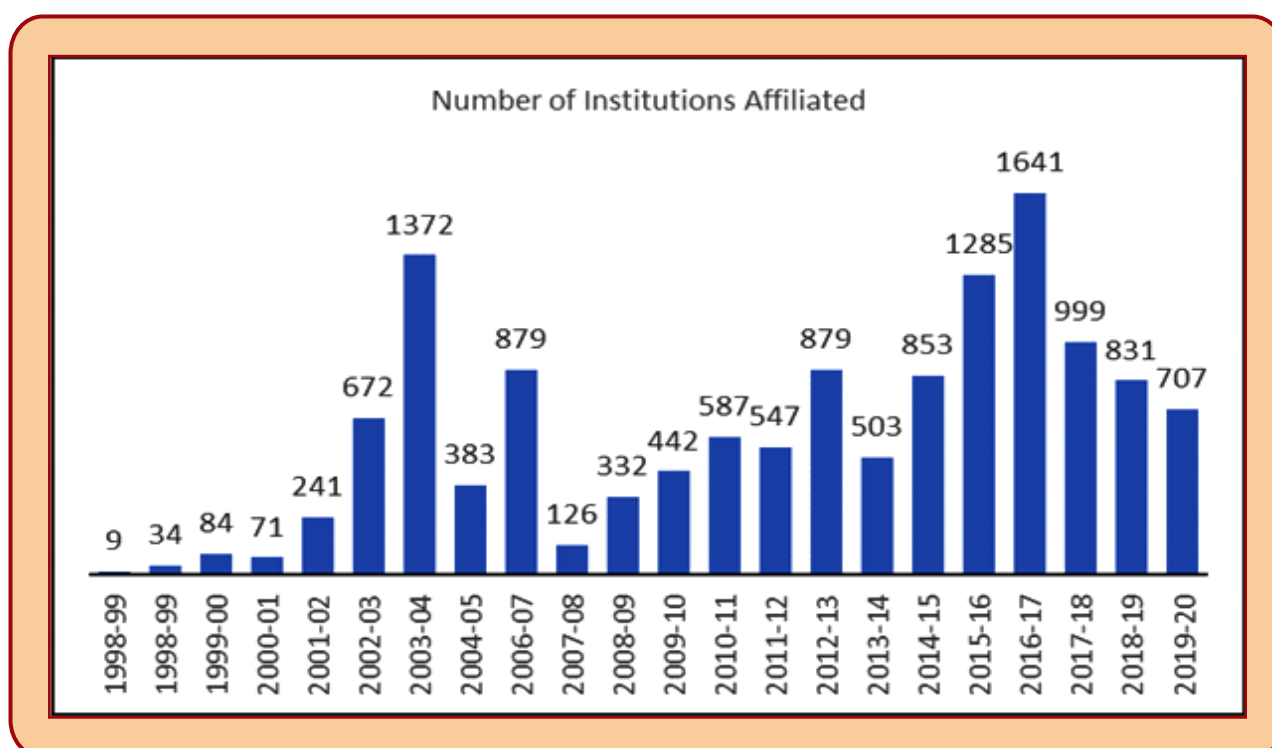


Fig. 3.1: Accreditation of Institutions 1998-99 to 2019-2020

Table 3.1: Assessment and Accreditation Methodology adopted by NAAC

Sl. No	Scale	Grading System	Applicable Years
1	Two-point scale	Accredited/Not Accredited with Parameter Scores	Sep. 1995- Feb. 1999
2	Five-point Grading	Star rating – A*, A**, A***, A****, A*****	March 1999- Feb. 2002
3	Nine-point Grading	letter grades (each letter grade rated at three levels) C, C+, C++, B, B+, B++, A, A+, A++	March 2002– March 2007
4	Three Point Grading	Cumulative Grade Point Average (CGPA) with A, B and C letter grades and Descriptors – Very Good, Good and Satisfactory	April 2007- 30th June 2016
5	Seven Point Grading	Cumulative Grade Point Average (CGPA) with letter grades C, B, B+, B++, A, A+, A++	1st July 2016 - till date

3.2 Assessment and Accreditation Of Higher Education Institutions

3.2.1 Value Framework of NAAC

NAAC has identified and adopted five core values that should form basis of any educational system and guiding elements in the A&A process.

1. Contributing to national development.
2. Fostering global competencies among students.
3. Inculcating value system among students.
4. Promoting the use of technology.
5. Quest for excellence.

Developing the Quality Assurance System dependent on these core values has been one of the

major goals of the NAAC. The A&A model of NAAC is based on the Seven Criteria, which are in fact the founding seven processes of any educational institution. The key aspects identified under each of the seven criteria serve as Indicators of Quality and they reflect the values of the system on which assessment is made. Overall the framework is developed with a view to support quality sustenance and quality enhancement of the institution.

To cater to the specificities in the HEI NAAC has developed different set of evaluation formats for Universities, Autonomous Colleges, Affiliated and constituent colleges PG, Affiliated and constituent colleges UG, Sanskrit Institutions, Teacher Education, Physical Education and Health science Institutes, Open Universities and Dualmode Universities

Table 3.2 : Total Number of Accreditation Visits Organized by NAAC (as on 31/07/2020)

	First Cycle	Second Cycle	Third Cycle	Fourth Cycle	Number of Accreditations
Universities	364	166	76	3	609
Colleges	8166	3535	1056	45	12802
Total	8530	3701	1132	48	13411

The NAAC has been carrying out the process of quality assessment and accreditation of HEIs over the past two decades. Several HEIs have gone through this process. Many institutions who went through the A&A process, have recognised the value of the process and the resultant performance improvement of the Institutions. Several institutions thus opted for subsequent cycles of Accreditation and reaped the benefits accrued of the process. Cycle wise distribution of Accredited institutions is at Fig. 3.2.

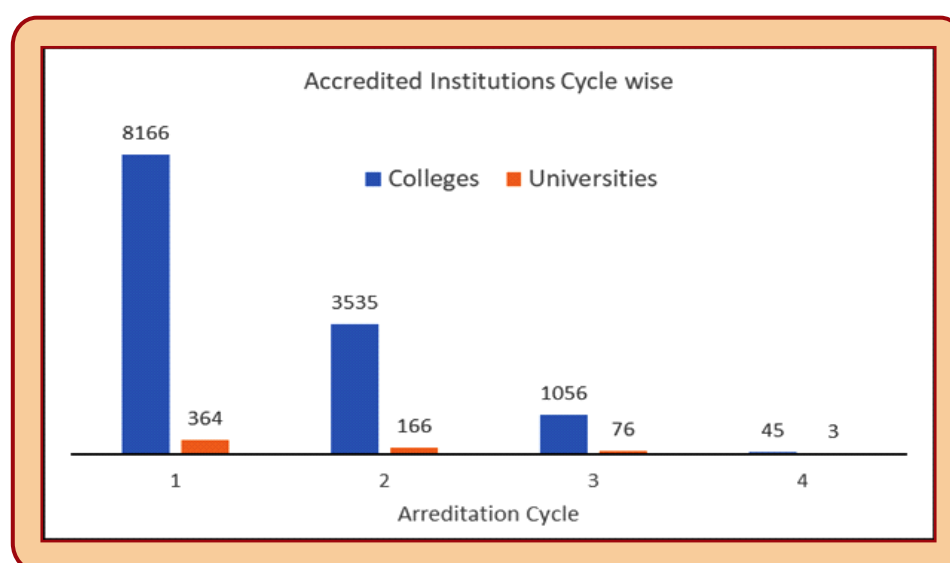


Fig 3.2: Cycle wise Distribution of Accredited Institutions (as on 31/07/2020)

True to its commitment for promoting quality culture in HEIs in consonance with the overall developments in the field of education as well as the outside world, NAAC has strived to be sensitive to these and adequately reflect these in its processes. The A&A process of NAAC continue to be an exercise in partnership of NAAC with the HEI being assessed. The performance of institutions in the process can be observed from Fig 3.3. From the analysis of the performance of the institutions especially as per the Grades assigned it is observed that large number of the accredited institutions get clustered at the mid point i.e. in the “B” grade. This pattern is observed across Indian states with exceptions in metro cities like Delhi where large number of them are in “A’ or higher side of “B”. Fig 3.3.

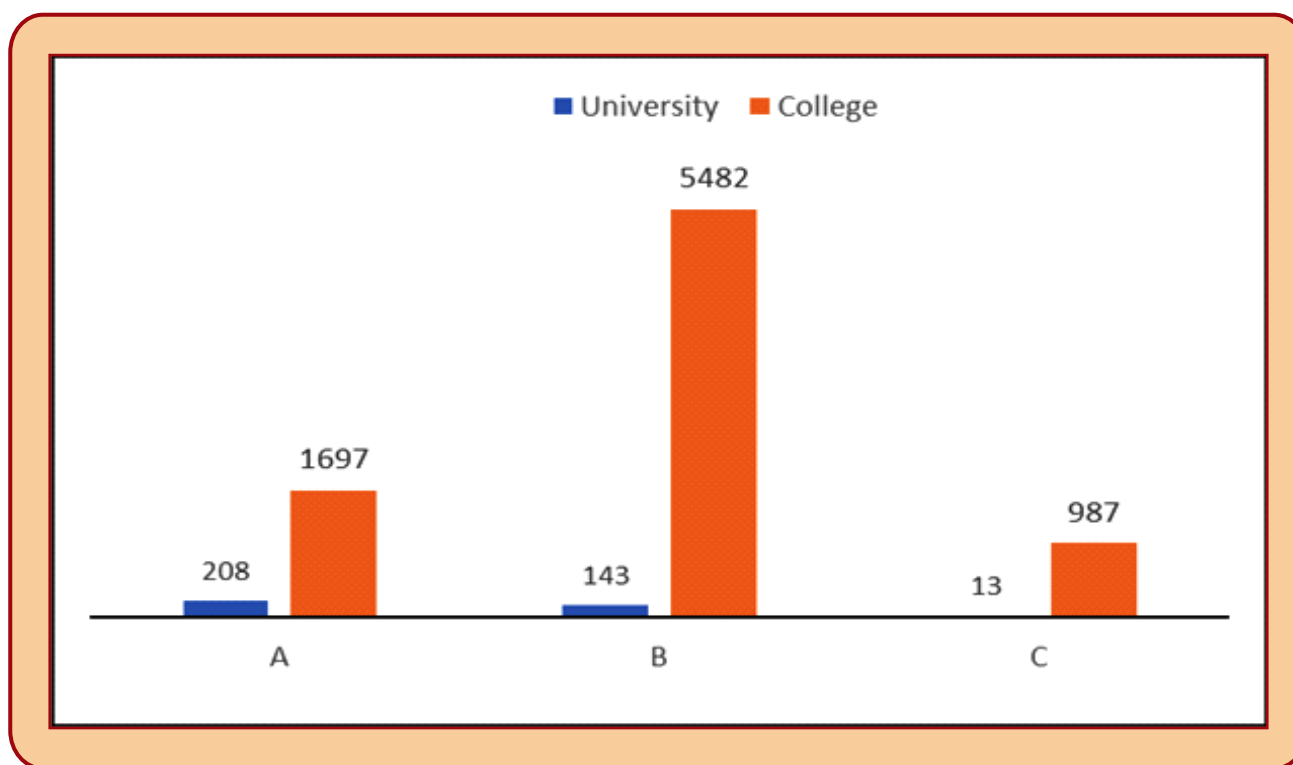


Fig 3.3:Grade wise Distribution of Institutions Accredited by NAAC (as on 31/07/2020)

3.3 Revised Assessment and Accreditation (A&A) Framework (RAF)

The A&A process of NAAC is constantly revised and appropriately revised as and when required. Over years the feedback procured from the HEIs, other stakeholders and the developments in the national scene – all have contributed in making appropriate revisions in the process so as to accelerate the process with greater quality rigor.

The Revised Assessment and Accreditation Framework was launched in July 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. The Shift is:

- ❖ from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
- ❖ towards extensive use of ICT confirming scalability and robustness
- ❖ in terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- ❖ in terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks
- ❖ introducing Pre-qualifier for peer team visit, as 25% of system generated score
- ❖ introducing System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%)
- ❖ in introducing the element of third party validation of data
- ❖ in providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges
- ❖ in revising several metrics to bring in enhanced participation of students and alumni in the assessment process

The Revised Manual places greater confidence on internal institutional processes and involves the digital coverage of the entire process of A&A. This, it is believed, will not only accelerate the process but also bring in greater objectivity into the process. The possible differentiation required in respect of HEIs which are going for subsequent cycles of A&A, appropriate scope has been provided in the process. This will allow the HEIs to appropriately represent the developments they have attempted after the previous A&A cycle.

3.4 Accreditation Status of HEIs of Delhi

Making a comparative analysis of Accredited institutions in the states of the Northern region Chandigarh, Delhi and Haryana are relatively doing well. Around 46% of colleges and 60% of Universities in Delhi are Accredited by NAAC, In terms of regional analysis Northern Region lags behind the other regions.

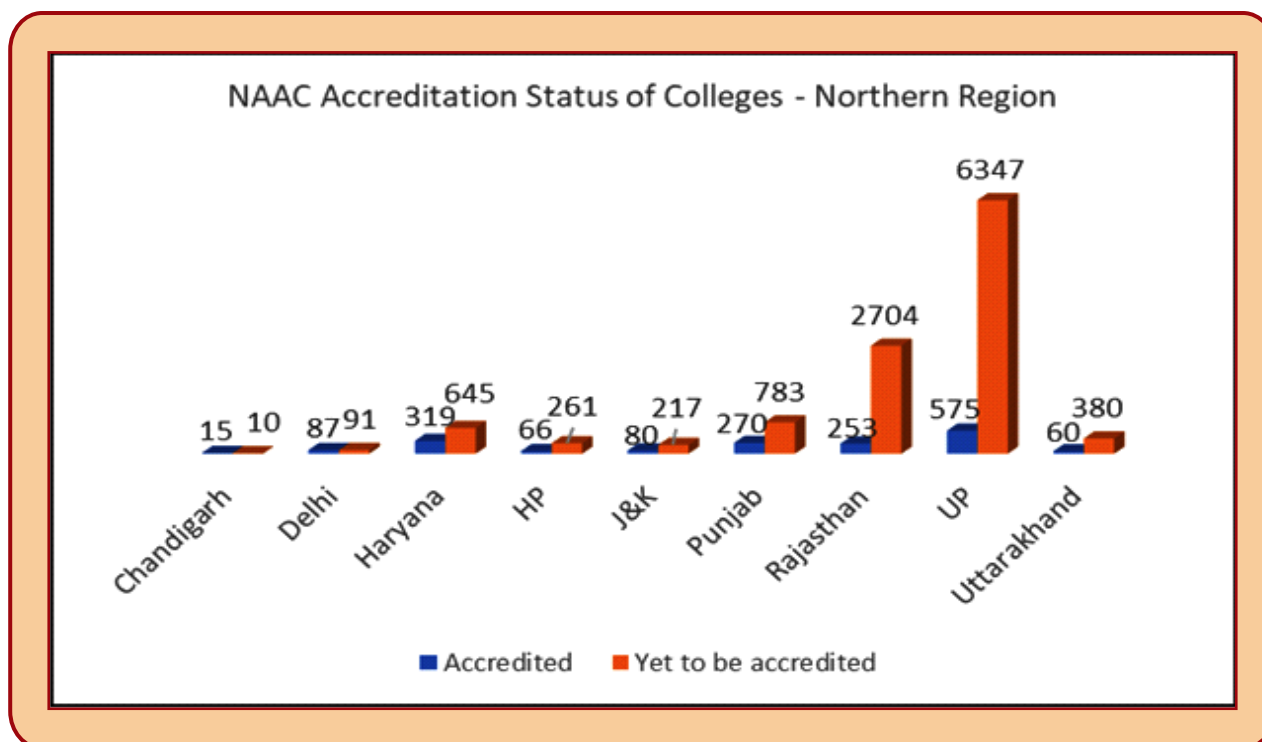


Fig 3.4: Accreditation Status of the States in the Northern Region

Fig. 2.2 reflects the Accreditation status of HEIs of Delhi. While Seventeen universities and 87 colleges have been accredited by NAAC, 101 colleges and 11 Universities are not accredited. This means that more than 50% of HEIs are yet to be accredited by NAAC.

Taking cognizance of changing trends in higher education and aligning the reforms and rapidly transforming global education scenario, NAAC has embarked in revising the Assessment and Accreditation (A&A) methodology, which is termed as Revised Accreditation Framework (RAF) and implemented since Feb 2017. Accordingly the universities/colleges were accredited. From the figure below it is observed that colleges and Universities opting for Assessment and Accreditation by NAAC has not been encouraging in the recent times . Almost all the institutions were accredited prior to 2017. Fig. 3.5 shows the number of HEI's accredited with old and RAF methodology.

Out of these accredited HEIs, 3 central universities, 5 state universities and 9 are deemed universities, that are shown in Fig. 3.6.

Out of the 87 accredited colleges, the bar chart (Fig. 3.7) shows the level of colleges that were accredited wherein 47 are UG level, 31 are PG level and 9 are college of educations.

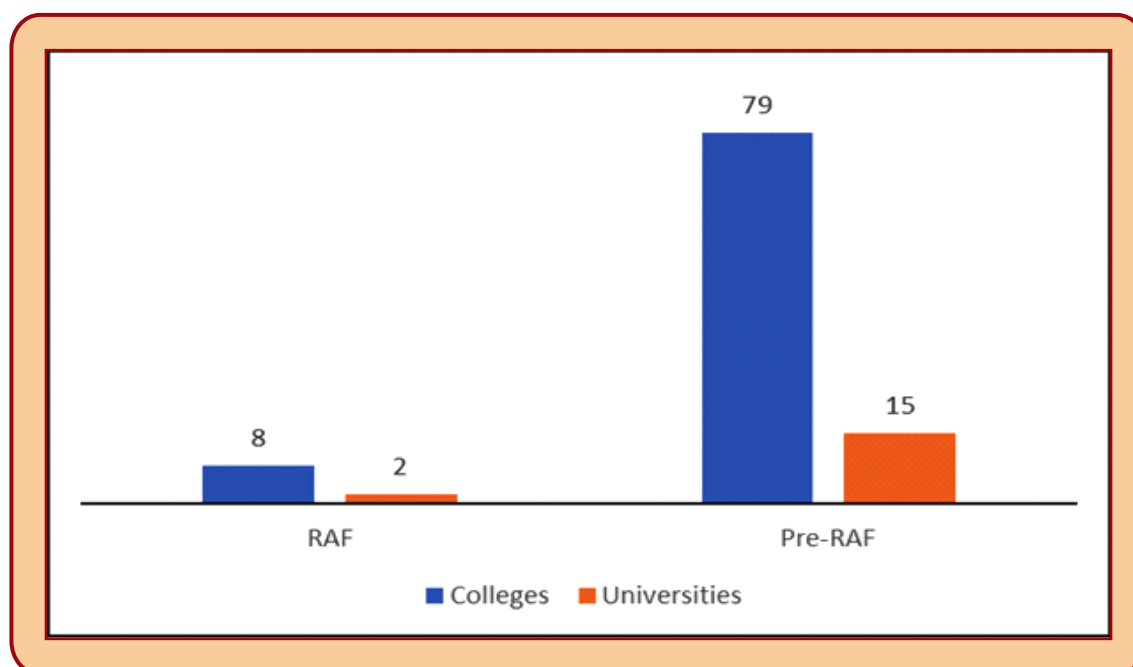


Fig. 3.5: Number of Institutions Accredited under Different Methodologies

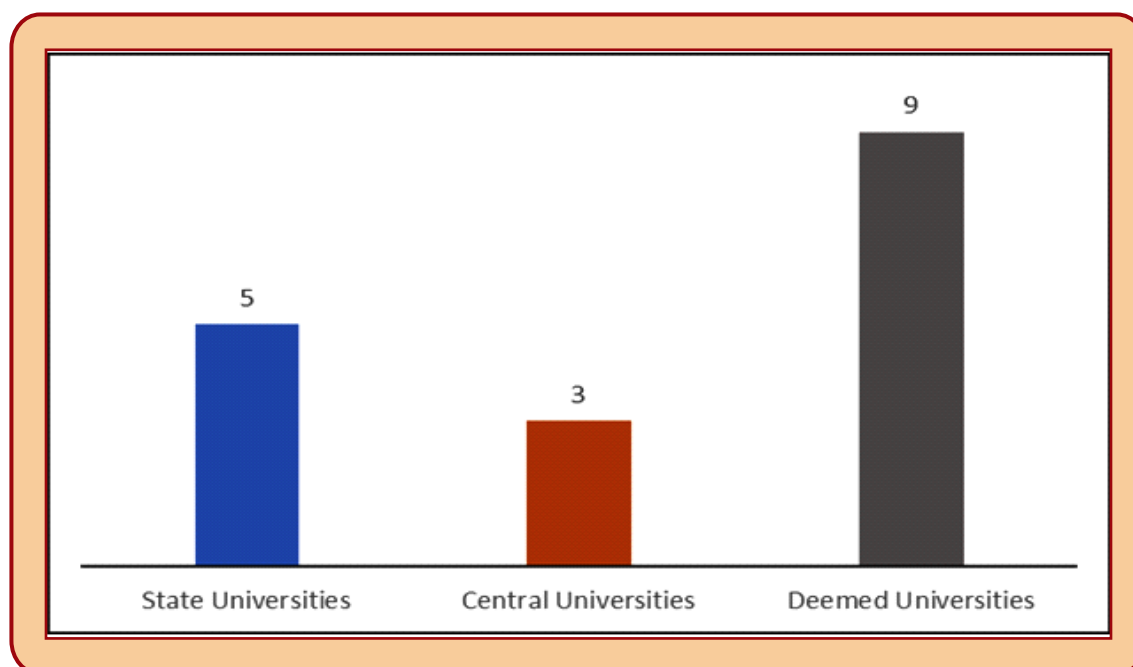


Fig. 3.6: Type of Universities Accredited by NAAC

Table 3.2 shows that 87 affiliated/constituent colleges have been accredited while 101 are yet to be accredited i.e. over 52% of the 188 colleges are yet to be accredited. While NAAC is making all in efforts in terms of awareness programs, mentoring institutions through various schemes like Paramarsh of UGC etc. unless the Government department of Higher Education and the affiliating Universities make some effort in this direction colleges may not take the exercise seriously and come forward for accreditation.

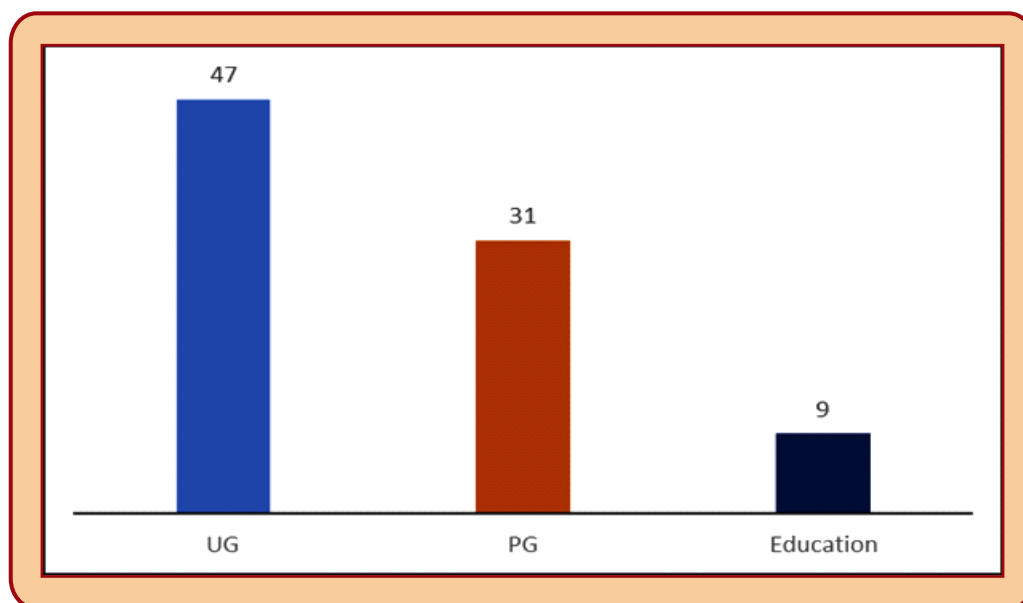


Fig. 3.7: Type of Colleges Accredited by NAAC

Name of the Universities	Total number of Affiliated / Constituent colleges accredited by NAAC	Total number of Affiliated /Constituent colleges Non-Accredited by NAAC	Total Affiliated Colleges / Constituent Colleges
Guru Gobind Singh Indra prastha University (Id: U-0099)	31	68	99
University of Delhi (Id: U-0120) Delhi Pharmaceutical Sciences And	56	22	78
Research University (Id: U-0853)	0	1	1
Institute of Liver and Bilary Sciences, New Delhi (Id: U-0106)	0	1	1
Grand Total	87	92	179

Note: Excludes standalone and institutions yet to be eligible

Table 3.3 shows that all these HEI's have been accredited for different cycles of accreditations. There are 17 universities and 87 colleges accredited by NAAC. Cycle wise distribution of Accredited institutions is given Table 3.4.

Table 3.4 : Cycle-wise Accreditation of Institutions

Total Number of Institutions Accredited by NAAC in each Cycle		
	University	Colleges
Cycle	Number of Universities	Number of Colleges
1	12	78
2	5	9
3	1	0
Total	18	87

Looking at the overall performance of the accredited Universities and colleges of Delhi, more than 85% of Universities and 60% of colleges accredited by NAAC have secured grade "A". Further, it is also observed that the Institutes coming for second cycle also has maintained the status. This reflects the efforts of the institutions towards continuous improvement and quality enhancement and the proactive measures of the Government in providing quality higher education to the students enrolled on the campuses. Grade wise distribution of NAAC accredited Universities in Delhi is shown in Fig. 3.8. Grade wise distribution of NAAC accredited colleges in Delhi is shown in Fig. 3.9.

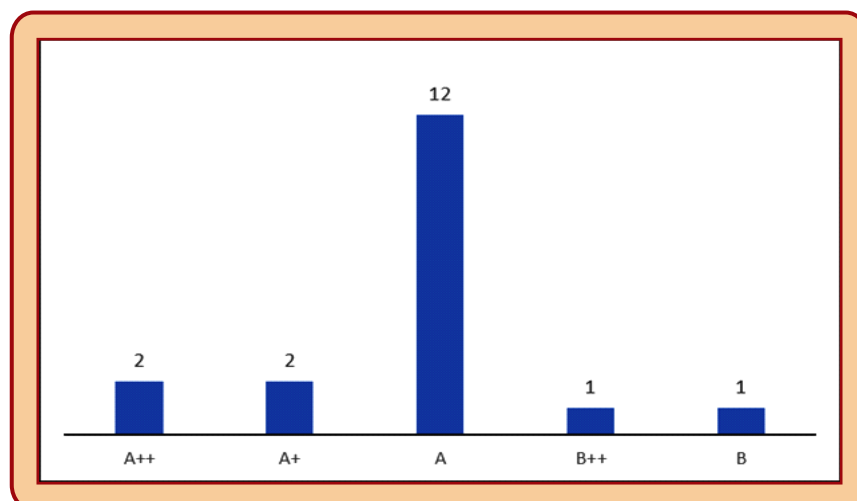


Fig 3.8: Grade-wise Distribution of Accredited Universities in Delhi

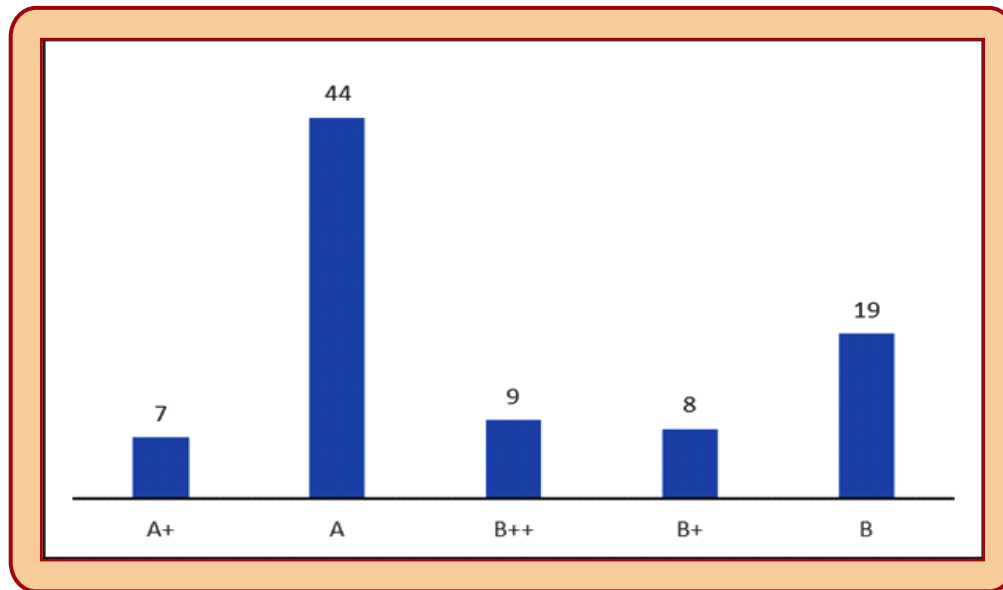


Fig 3.9: Grade-wise Distribution of Accredited colleges in Delhi

Table 3.5: Cycle wise Accreditation Outcome of Universities

Grade	Cycle		
	2	3	
A++	1	1	-
A+	2	-	-
A	13	4	1
B++	1	1	-
B+	-	-	-
B	1	-	-

Table 3.6: Cycle wise Accreditation Outcome of Colleges

Grade	Cycle	
	1	2
A+	6	1
A	41	7
B++	9	-
B+	8	1
B	24	-

Higher Education of any country is the backbone of its society and economy. It is therefore essential that the sector is nurtured appropriately i.e. ensuring the quality of the provisions benefiting the society at large. As the Assessment and Accreditation process are aimed at improvement the outcome of the process is an important input to policy. As observed from the data the student Enrolments in Delhi, HEIs has increased by 50% in the past decade. But more than 50% of the HEIs have not gone through the A&A process thereby the stakeholders i.e. Parents and students are not in a position to make informed choices. As a result, it is also unclear to the policy makers and funding agencies whether the expansion of the system has been accompanied by improved quality.

HEIs should therefore realise that the assessment and accreditation process is an opportunity to identify the strengths and weaknesses of the Institution and thus opt for the process. Also, as it is a mandatory requirement under the UGC, Mandatory Accreditation Regulations, it is high time that all the HEIs volunteer and undergo the process of Assessment and Accreditation by NAAC and reap the benefits of the outcome.



CHAPTER 4

QUANTITATIVE ANALYSIS

4.1 Criteria wise Analysis of the Universities and colleges accredited by NAAC

In the last decade, there has been increasing interest in getting NAAC accreditation by the HEIs of Delhi, both at university and college level. In all, seventeen universities and eighty seven colleges from Delhi are accredited . Some of these have come for 2nd cycle A &A.The Key performance indicators used in this analysis are listed at table 4.1. below.

Table 4.1: Criteria wise Key Indicators used for the Analysis

Criteria	Key Indicators (KIs)
1: Curricular Aspects	1.1 *(U)Curriculum Design and Development
	1.1 *(A) Curricular Planning and Implementation
	1.2 Academic Flexibility
	1.3 Curriculum Enrichment
	1.4 Feedback System
2: Teaching- Learning and Evaluation	2.1 Student Enrolment and Profile
	2.2 Catering to Student Diversity
	2.3 Teaching-Learning Process
	2.4 Teacher Profile and Quality
	2.5 Evaluation Process and Reforms
	2.6 Student Performance and Learning Outcomes
	2.7 Student satisfaction Survey

Criteria	Key Indicators (KIs)
3: Research, Innovations and Extension	3.1 Promotion of Research and Facilities
	3.2 Resource Mobilization for Research
	3.3 Innovation Ecosystem
	3.4 Research Publications and Awards
	3.5 Consultancy
	3.6 Extension Activities
	3.7 Collaboration
4: Infrastructure and Learning Resources	4.1 Physical Facilities
	4.2 Library as a Learning Resource
	4.3 IT Infrastructure
	4.4 Maintenance of Campus Infrastructure
5: Student Support and Progression	5.1 Student Support
	5.2 Student Progression
	5.3 Student Participation and Activities
	5.4 Alumni Engagement
6: Governance, Leadership and Management	6.1 Institutional Vision and Leadership
	6.2 Strategy Development and Deployment
	6.3 Faculty Empowerment Strategies
	6.4 Financial Management & Resource Mobilization
	6.5 Internal Quality Assurance System
7: Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities
	7.2 Best Practices
	7.3 Institutional Distinctiveness

*(U) - applicable only for Universities and Autonomous Colleges

*(A) - applicable only for the Affiliated / Constituent Colleges

NA - Not Applicable

This chapter contains the quantitative analysis of data for Universities and Colleges in Delhi. The analysis is based on the criterion wise scores as well as the CGPA obtained by an institution. The analysis is divided into two parts, with the first part representing the results of the analysis of the scores of the Universities and second part representing analysis of the colleges.

4.2 Analysis of Universities

Criterion wise analysis will help us understand the performance of the HEIs and their strengths and weaknesses and hence Criterion wise analysis of accredited universities was carried out. The comparative analysis will provide an understanding on the strong and weak key indicators for universities.

4.2.1 Accredited Universities

Out of the 28 Universities in Delhi, so far 17 have gone for NAAC accreditation. It means that 60.7% of the universities in Delhi NAAC have gone for accreditation so far. Table 4.2 shows the list of presently accredited universities in Delhi.

Table 4.2: Universities in Delhi with valid NAAC Accreditation

Sl. No	University	Grade	Accreditation date
1	Indian Agricultural Research Institute	A+	16-09-2016
2	Indian Institute of Foreign Trade	A	03-03-2015
3	Indian Law Institute	A	28-03-2017
4	Indraprastha Institute of Information Technology	A	01-05-2015
5	Institute of Liver and Biliary Sciences	A	19-07-2017
6	Jamia Hamdard (Hamdard University)	A	12-09-2017
7	Jamia Millia Islamia	A	03-03-2015
8	Jawaharlal Nehru University	A++	30-10-2017
9	National Law University	A	19-01-2016
10	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha	A	25-06-2015
11	Teri University	B++	01-05-2019
12	Indira Gandhi National Open University Delhi	A++	08-01-2021
13	Delhi Technological University	A	26-11-2019
14	University of Delhi	A+	30-11-2018

4.2.2 Grade and CGPA of Accredited Universities

Presently 50% (14 out of 28) of the universities in Delhi have valid NAAC accreditation as per Table 4.2. Out of the 14 Universities, 02 Universities are accredited with grade 'A++' which amounts to 14.2% of the accredited universities. 02 Universities in Delhi are accredited with grade 'A+' (14.2%). Most number of universities (09) are accredited with grade 'A' (64.3%). One University in Delhi accredited with grade 'B++'. Out of the 14 Universities with valid accreditation, 04 are accredited in the Revised Accreditation Framework (RAF) (28.6%) and 10 are accredited in the Pre-Revised Accreditation Framework (PreRAF) (71.4%). Fig. 4.1 shows the CGPA distribution of the accredited Universities in Delhi.

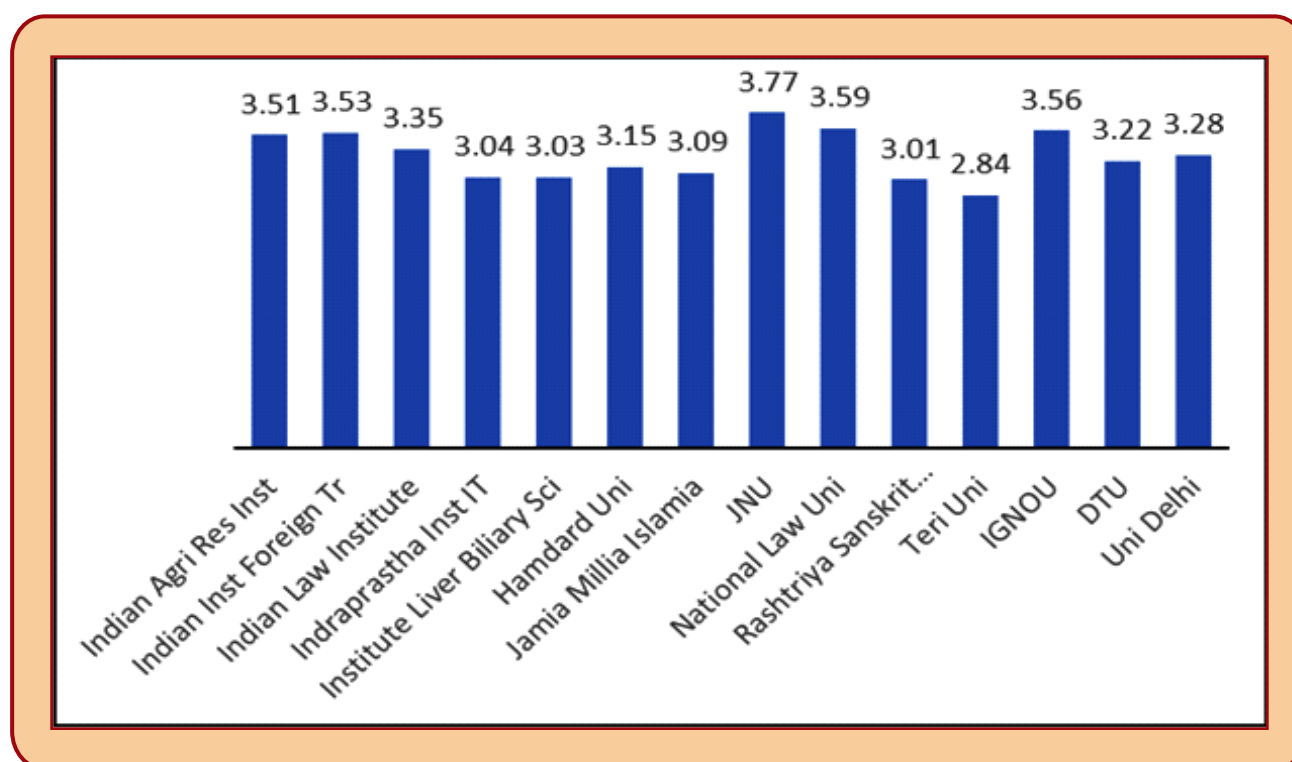


Fig. 4.1: CGPA distribution of accredited Universities in Delhi

CGPA obtained by the universities with valid accreditation in Delhi range from 2.84 to 3.77. Table 4.3 provides the descriptive statistics of the CGPA of universities. Mean CGPA considering universities with valid accreditation as well as all accredited universities across all cycles is above 3.25, indicating the quality of higher education of universities in Delhi.

Table 4.3: Descriptive Statistics of CGPA of Universities in Delhi

Description	Range	Minimum	Maximum	Mean	SD
Universities with Valid Accreditation (N=14)	0.93	2.84	3.77	3.28	0.27
Considering all Accredited Universities across all cycles (N=25)	1.17	2.74	3.91	3.26	0.28

4.2.3 Criterion wise performance of accredited universities

All the accredited universities are awarded Grade Point Averages (GPA) for the seven assessment criteria (Table 4.1). Performance of the universities in the individual assessment criteria is important from the point of view of gap analysis and formulation of remedial action. Detailed descriptive statistics of criteria wise analysis is shown in Table 4.4.

Table 4.4: Criterion wise performance of Universities with valid NAAC accreditation

Sl. No.	Criteria	Range	Minimum	Maximum	Mean	SD
1	Curricular Aspects	1.47	4.00	4.00	3.22	0.41
2	Teaching-Learning and Evaluation	1.15	4.00	4.00	3.35	0.39
3	Research, Consultancy and Extension	1.42	3.84	3.84	3.25	0.36
4	Infrastructure and Learning Resources	1.09	3.89	3.89	3.46	0.35
5	Student Support and Progression	1.23	3.81	3.81	3.16	0.40
6	Governance, Leadership and Management	1.47	3.97	3.97	3.02	0.45
7	Innovations and Best Practices	1.30	4.00	4.00	3.49	0.33

From Table 4.4, the universities in Delhi obtained the highest GPA in “Innovations and Best Practices” (3.49), “Infrastructure and Learning Resources” (3.46) along with “Teaching-Learning and Evaluation” (3.35). The table also indicates that the universities performed comparatively poorly in “Governance, Leadership and Management” (3.02).

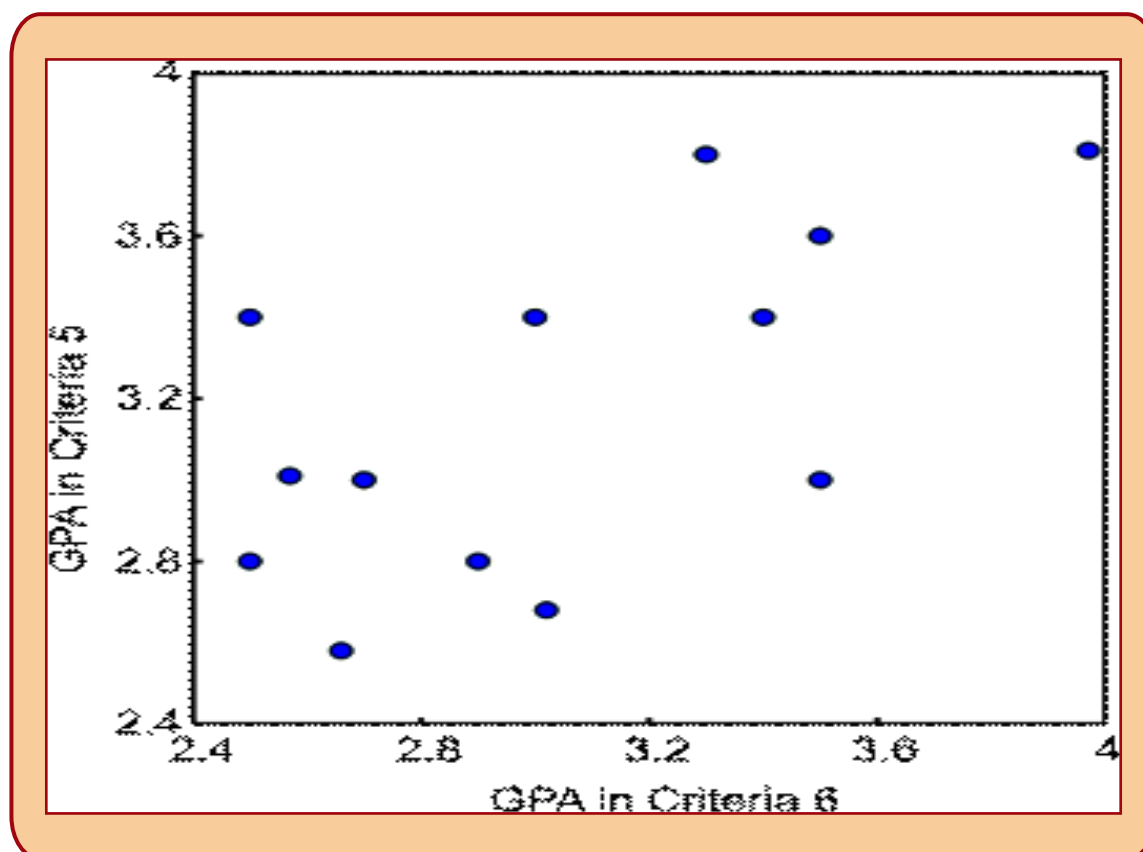


Fig. 4.2: Correlation between “Governance, Leadership and Management” (Criteria 6) and “Student Support and Progression” (Criteria 5)

Correlation study between the different assessment criteria, can throw light on the effect of policies and actions taken by the higher education institutions on its performance. Fig. 4.2 shows the effect of “Governance, Leadership and Management” on the “Student Support and Progression” in the higher education institution. It has a significant positive correlation as can be seen, indicating an effective leadership with actionable policies can lead to better placement as well as progression of the students. Better teaching-learning and evaluation system (Criteria 2) also leads to better progression of the students (Criteria 5), which can be seen from a high positive correlation between these two criteria (Fig. 4.3).

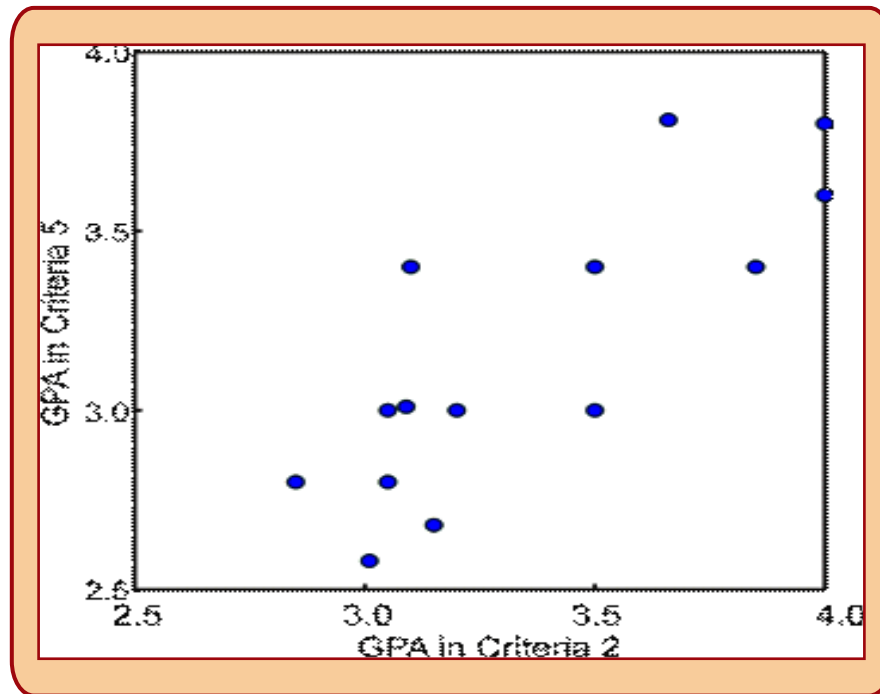


Fig. 4.3: Correlation between “Teaching-Learning and Evaluation” (Criteria 2) and “Student Support and Progression” (Criteria 5)

Similarly, correlation studies between different criteria indicate that Teaching-learning process (Criteria 2) is highly correlated to curricular aspects (Criteria 1) as shown in Fig 4.4.

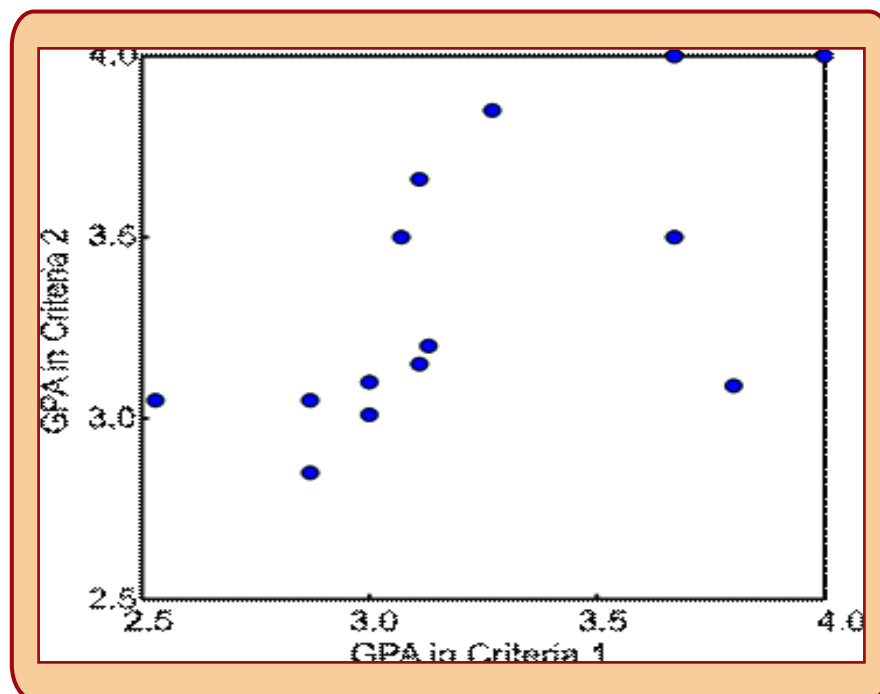


Fig. 4.4: Correlation between “Curricular Aspects” (Criteria 1) and “Teaching-Learning and Evaluation” (Criteria 2)

“Teaching-Learning and Evaluation” (Criteria 2) also depends upon the “Infrastructure and Learning Resources” (Criteria 4) as can be seen from Fig. 4.5

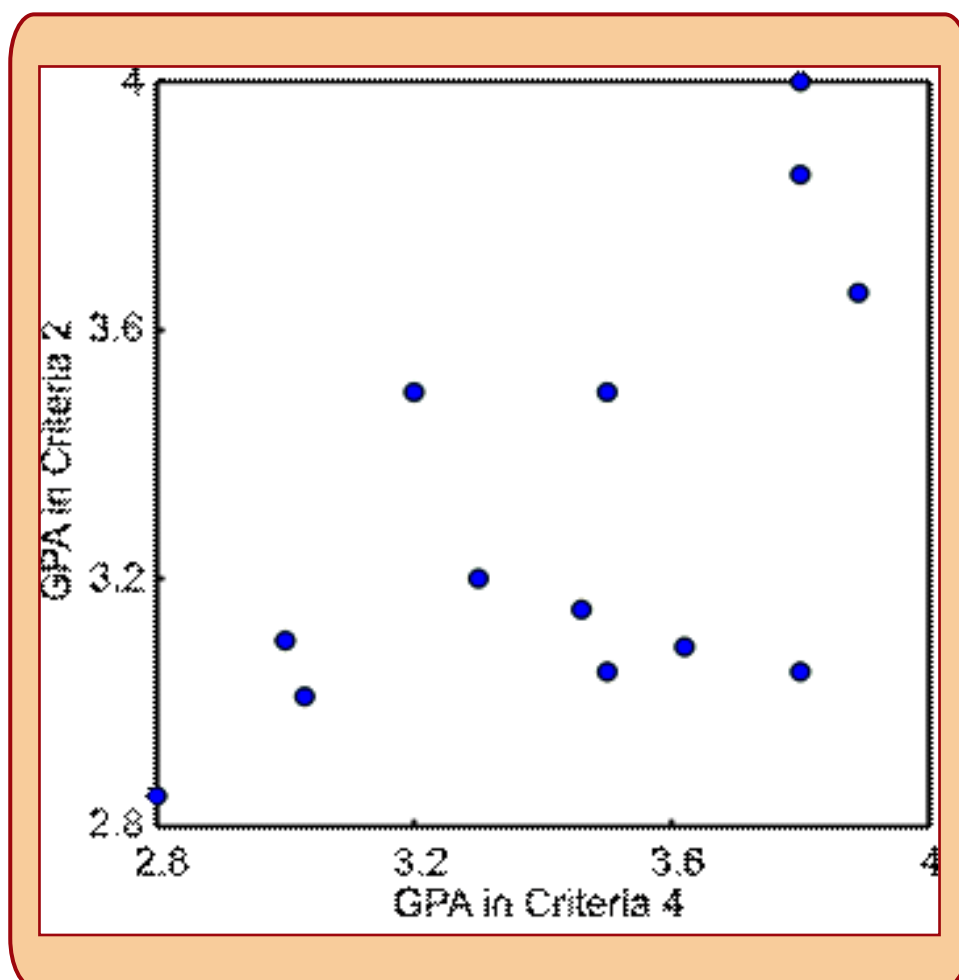


Fig. 4.5: Correlation between “Infrastructure and Learning Resources” (Criteria 4) and “Teaching-Learning and Evaluation” (Criteria 2)

4.3 Analysis of Colleges

Same as in the case of Universities, Criterion wise analysis of colleges will help in understanding performance of the colleges and their strengths and weaknesses. The comparative analysis will throw light on the correlation between criterion as well as their significance in the holistic development of colleges.

4.3.1 Accredited Colleges

As can be seen from Fig. 2.2, out of 188 colleges in Delhi, so far, 87 have gone for NAAC accreditation. It means that 46.3% of the colleges in Delhi have gone for NAAC accreditation so far. Table 4.5 shows the list of presently accredited colleges in Delhi.

Table 4.5: Colleges in Delhi with valid NAAC Accreditation

Sl. No	College	Grade	Accreditation date
1	Acharya Narendra Dev College	A	29-03-2016
2	Amity Institute of Education	A	30-10-2017
3	Atma Ram Sanatan Dharma College	A	05-11-2016
4	BanarsidasChandiwala Institute of Hotel Management and Catering Technology	A	05-11-2016
5	Bhagini Nivedita College	B	14-09-2015
6	Bharati College	B	14-09-2015
7	Bhaskaracharya College of Applied Sciences	A	30-10-2017
8	Bhim Rao Ambedkar College	B+	12-09-2017
9	College of Vocational Studies	A	05-11-2016
10	Daulat Ram College	A	02-05-2017
11	Delhi College of Arts and Commerce	B+	09-06-2017
12	Delhi School of Professional Studies and Research	A	09-06-2017
13	Deshbandhu College	B++	05-11-2016
14	Dyal Singh College	A	28-03-2017
15	Fairfield Institute of Management and Technology Kapashera	B	17-03-2016
16	Gargi College	A	19-02-2016
17	Gitarattan Institute of Advanced Studies and Training	B	02-05-2017
18	Hansraj College	A+	12-09-2017
19	Hindu College	A+	02-12-2016
20	Indraprastha College for Women	A	17-03-2016
21	Institute of Home Economics	A	05-11-2016

Sl. No	College	Grade	Accreditation date
22	Institute of Innovation in Technology and Management	B	19-01-2016
23	Institute of Vocational Studies	B+	28-03-2017
24	Jagan Institute of Management Studies	A	30-10-2017
25	Jagannath International Management School	B	25-05-2016
26	Jagannath International Management School (JIMS)	A	05-11-2016
27	Janki Devi Memorial College	B++	12-09-2017
28	Jesus and Mary College	A	01-05-2015
29	Kalindi College	A	05-11-2016
30	Kamala Nehru College	A	05-11-2016
31	Kasturi Ram College of Higher Education	B+	19-07-2017
32	Keshav Mahavidyalaya	A	19-02-2016
33	Kirori Mal College	A+	05-11-2016
34	Lady Shri Ram College for Women	A	25-05-2016
35	Lingaya's Lalita Devi Institute of Management and Sciences	A	30-10-2017
36	Loknayak Jayaprakash Narayan National Institute of Criminology and Forensic Science	B++	27-11-2017
37	Maharaja Agrasen College	A	16-09-2016
38	Maharaja Surajmal Institute	A	30-10-2017
39	Maharaja Surajmal Institute of Technology	A	05-11-2016
40	Maharshi Valmiki College of Education	A	17-03-2016
41	Maitreyi College	A	05-11-2016
42	Mata Sundri College for Women	B	25-05-2016

Sl. No	College	Grade	Accreditation date
43	Miranda House	A+	02-05-2017
44	Motilal Nehru College	B	19-02-2016
45	Northern India Engineering College	B	11-05-2015
46	P. G. D. A. V. College	B	17-03-2016
47	P. G. D. A. V. College (Evening)	B	05-11-2016
48	Ramanujan College	A	19-02-2016
49	Rukmini Devi Institute of Advanced Studies	A+	30-10-2017
50	Sant Hari Dass College of Higher Education	B	02-05-2017
51	Satyawati College	A	02-12-2016
52	Shaheed Bhagat Singh College	A	28-03-2017
53	Shaheed Bhagat Singh Evening College	A	12-09-2017
54	Shaheed Rajguru College of Applied Sciences for Women	A	15-11-2015
55	Shaheed Sukhdev College of Business Studies	A	19-02-2016
56	Shivaji College	A	14-09-2015
57	Shri Ram College of Commerce	A+	16-09-2016
58	Shyam Lal College (Day)	B+	02-05-2017
59	Shyam Lal College (Evening)	B+	30-10-2017
60	Sri Guru Gobind Singh College of Commerce	A	17-03-2016
61	Sri Guru Nanak Dev Khalsa College	B++	05-11-2016
62	Sri Guru Tegh Bahadur Khalsa College	A	05-11-2016
63	Sri Venkateswara College	A	25-05-2016
64	St. Stephen's College	A	19-02-2016
65	Tecnia Institute of Advanced Studies	A	12-09-2017

Sl. No	College	Grade	Accreditation date
66	Trinity Institute of Professional Studies	B++	30-10-2017
67	University College of Medical Sciences	B++	16-09-2016
68	Vivekananda College	A	28-03-2017
69	Vivekananda Institute of Professional Studies	A	19-01-2016
70	Zakir Husain Delhi College	A	05-11-2016
71	Gitarattan International Business School Delhi	A	03-07-2018
72	Sri Aurobindo College - Evening	B+	03-07-2018
73	Sri Aurobindo College Delhi	B+	26-09-2018
74	Ram Lal Anand College Delhi	B++	02-11-2018
75	Management Education And Research Institute Delhi	B++	02-11-2018
76	Lady Irwin College Delhi	A+	26-09-2018
77	Shyama Prasad Mukherji College	B	28-03-2019
78	Ideal Institute Of Management And Technology Delhi	B	04-03-2019
79	Rajdhani College Delhi	B++	01-05-2019
80	Institute Of Information Technology & Management	A	11-03-2020

4.3.2 Grade and CGPA of Accredited Colleges

Presently 42.3% (80 out of 187) of the colleges in Delhi have valid NAAC accreditation as per Table 4.5. Out of the 80 colleges, 07 colleges are accredited with grade 'A+' which amounts to 8.7% of the accredited colleges. Maximum number of colleges (42 out of 80, which amounts to 52.5% of the colleges with valid NAAC accreditation) are accredited with grade 'A'. 09 Colleges (11.3%) in Delhi in Delhi are accredited with grade 'B++'. There are 08 colleges (10%) accredited with grade 'B+' and 14 colleges (17.5%) are accredited with grade 'B'. Fig. 4.6 shows the histogram of CGPA distribution for colleges with valid NAAC accreditation.

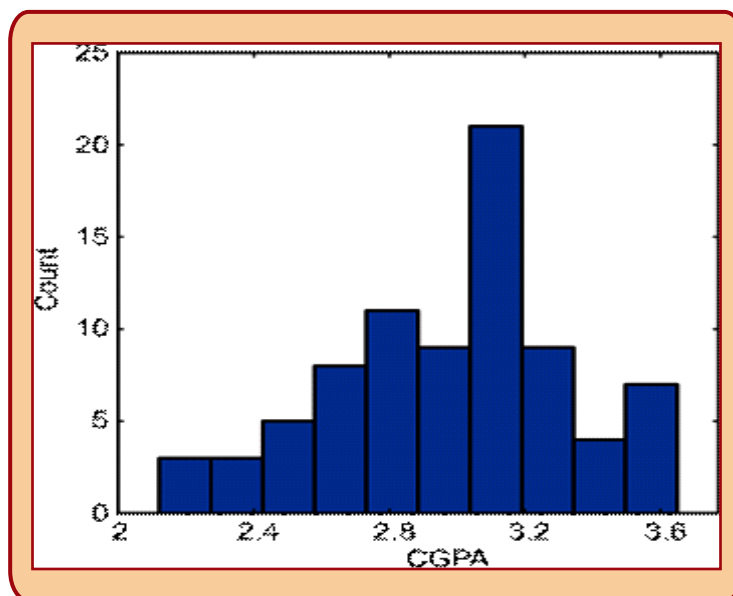


Fig. 4.6: Histogram of CGPA distribution for colleges with valid NAAC accreditation

Descriptive Statistics of the CGPA distribution for colleges with valid NAAC accreditation as well as considering all the colleges, who have gone for NAAC accreditation (considering all the NAAC cycles) is given in Table 4.6.

Table 4.6: Descriptive Statistics of CGPA of Colleges in Delhi

Description	Range	Minimum	Maximum	Mean	SD
Colleges with Valid Accreditation (N=80)	1.53	2.12	3.65	2.98	0.36
Considering all Accredited Universities across all cycles (N=97)	1.55	2.10	3.65	2.95	0.36

Mean CGPA considering universities with valid accreditation as well as all accredited universities across all cycles is 2.95, close to average grade of 'A'.

4.3.3 Criterion wise performance of accredited Colleges

All the accredited colleges, like universities, are awarded Grade Point Averages (GPA) for the seven assessment criteria (Table 4.1), which are valid for colleges. Performance of the colleges in the individual assessment criteria is essential for analysis of the advantages and disadvantages of the existing development initiatives in the colleges as well as planning and formulation of future action plan. Detailed descriptive statistics of criteria wise analysis of colleges in Delhi is shown in Table 4.7.

Table 4.7: Criterion wise performance of Colleges with valid NAAC accreditation

Sl. No.	Criteria	Range	Minimum	Maximum	Mean	SD
1	Curricular Aspects	2.55	1.15	3.70	2.80	0.44
2	Teaching-Learning and Evaluation	1.86	2.03	3.89	3.17	0.38
3	Research, Consultancy and Extension	2.70	1.17	3.87	2.68	0.57
4	Infrastructure and Learning Resources	2.00	2.00	4.00	3.18	0.45
5	Student Support and Progression	2.30	1.70	4.00	3.14	0.52
6	Governance, Leadership and Management	2.23	1.77	4.00	2.69	0.45
7	Innovations and Best Practices	2.40	1.60	4.00	2.85	0.58

From Table 4.7, it can be seen that the colleges in Delhi performed better in Criterion “Infrastructure and Learning Resources” (GPA=3.18), “Teaching-Learning and Evaluation” (GPA=3.17) and “Student Support and Progression” (GPA=3.14). The table also indicates that the universities performed poorly in “Research, Consultancy and Extension” (GPA=2.68). Table also suggests that the “Governance, Leadership and Management” (GPA=2.69) of the Colleges also require a gap identification.

Same as in the case of universities, correlation study between the different assessment criteria, can throw light on the effect of policies and actions taken by colleges on its performance and development. “Governance, Leadership and Management” (Criterion 6) has a positive effect on the “Teaching-Learning and Evaluation” (Criteria 2) as can be seen from Fig. 4.7.

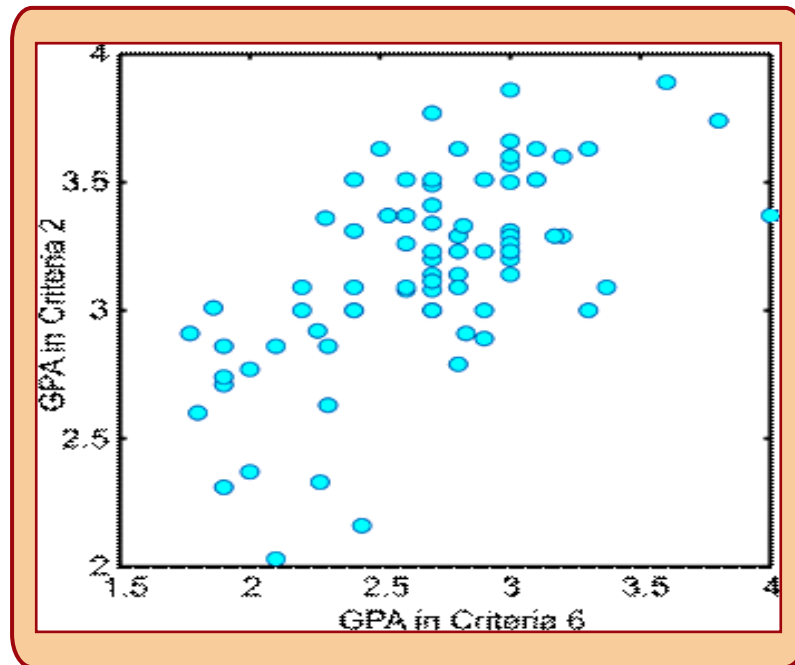


Fig. 4.7: Correlation between “Governance, Leadership and Management” (Criteria 6) and “Teaching-Learning and Evaluation” (Criteria 2)

Similarly, a positive correlation is observed between “Infrastructure and Learning Resources” (Criterion 4) and “Teaching-Learning and Evaluation” (Criterion 2), indicating better infrastructure and learning resourced leads to better Teaching-Learning Process (Fig. 4.8).

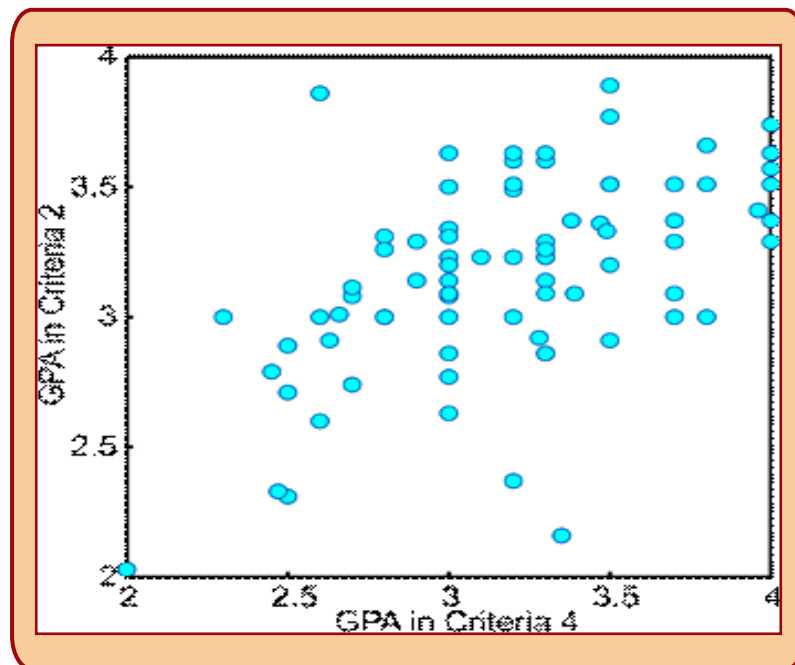


Fig. 4.8: Correlation between “Infrastructure and Learning Resources” (Criteria 4) and “Teaching-Learning and Evaluation” (Criteria 2)

It also found that “Governance, Leadership and Management” (Criterion 6) leads to a better “Student Support and Progression” (Criteria 5) as shown in Fig. 4.9. This might be due to policies formulated by the Leadership and management in this direction.

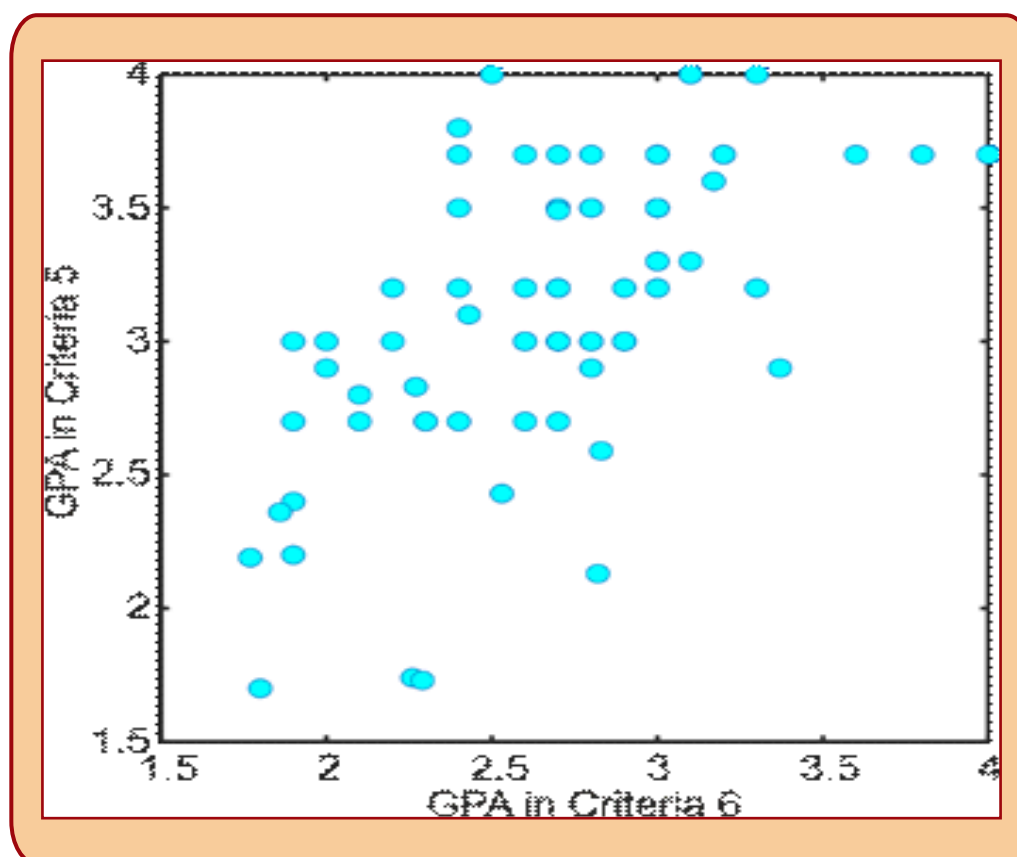


Fig. 4.9: Correlation between “Governance, Leadership and Management” (Criteria 6) and “Student Support and Progression” (Criteria 5)

4.4 Key Indicator wise performance of accredited Universities and Colleges

Criteria wise analysis in Section 4.2 and 4.3 sheds light on the performance of universities and colleges in various holistic development parameters as well provides a correlation between some of the parameters. A more in-depth knowledge about the performance of the HEIs could be obtained by looking at the key indicators of each criterion and see how they performed in them. The comparative analysis will provide an understanding on the strong and weak key indicators for universities and colleges.

4.4.1 Key Indicator wise performance in Criterion I

Fig. 4.10 and 4.11 gives a broad picture of the performance differences in Criterion 1 across various Key Indicators in the case universities and colleges respectively.

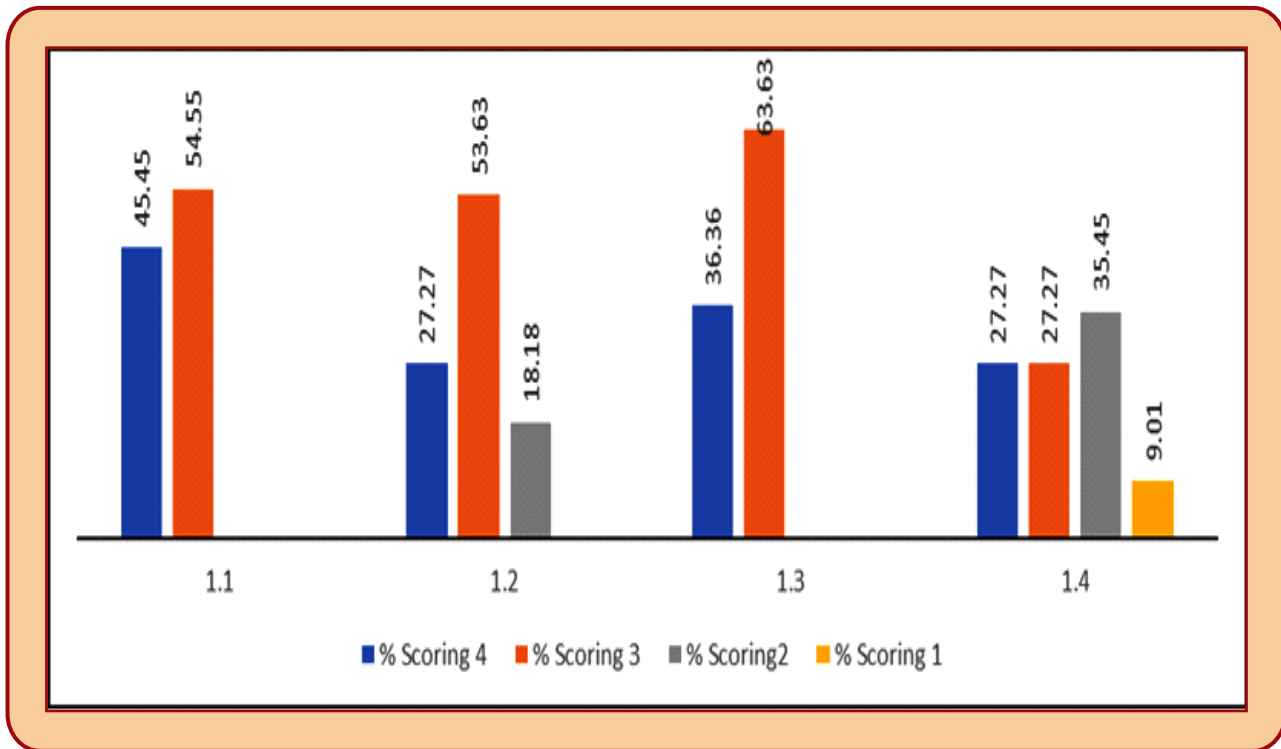


Fig. 4.10: Performance of Universities in various Key Indicators of Criterion I

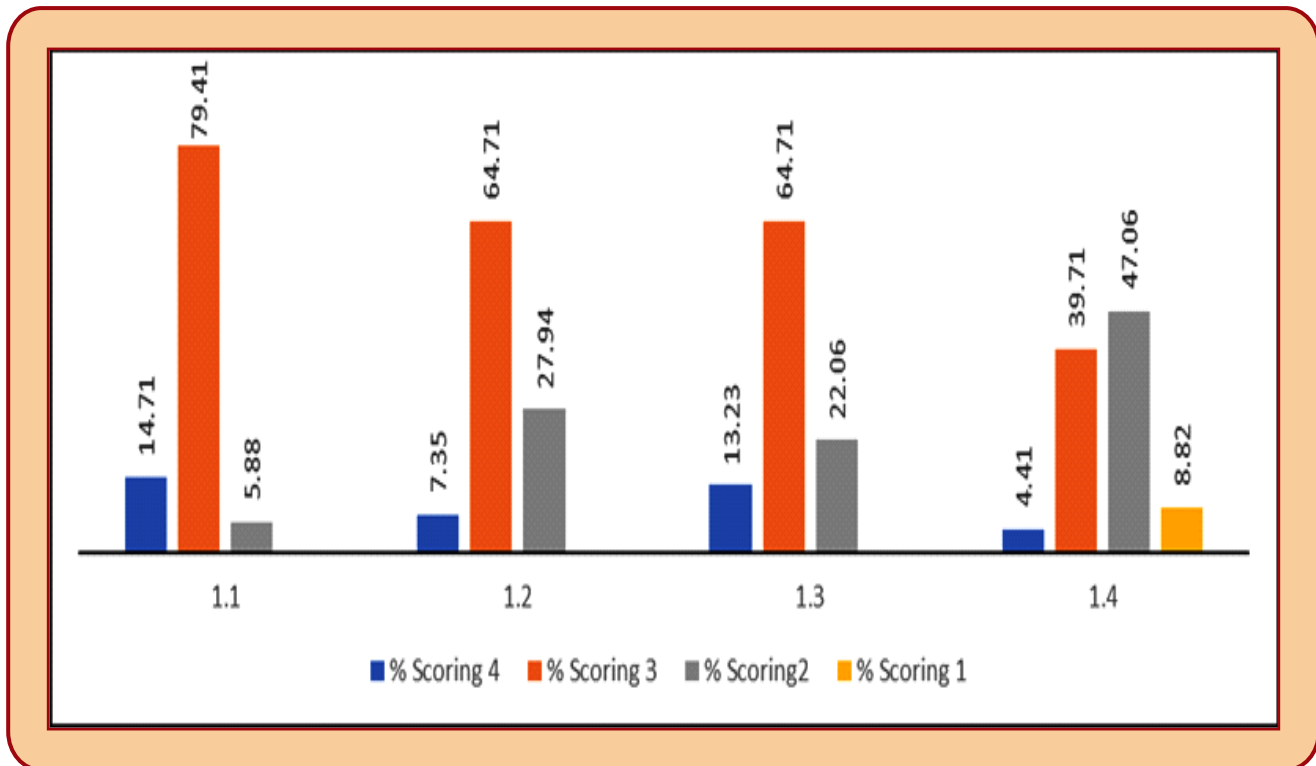


Fig. 4.11: Performance of Colleges in various Key Indicators of Criterion I

As can be seen from Fig. 4.10 and 4.11 Percentage of Universities scoring 4 in all the key indicators is higher than colleges. This could be due to strict compliance to the various processes and an amicable environment encouraging innovations in curriculum, teaching practices and new pedagogies. There seems to be lot of constraints and challenges the colleges are facing in terms of implementation of curriculum prescribed by the affiliating University due to stringent university administration both in terms of timelines, scheduling and operationalize of the curriculum. Though there have been some recent initiatives providing autonomy and flexibility to change the curriculum at the college level by including CBCS and MOOCs etc. But unfortunately, this could not be taken up by most of the institutions due to lack of capacity and skills among the teachers and awareness among the learners.

4.4.2 Key Indicator wise performance in Criterion II

Fig. 4.12 and 4.13 shows the performance of the Universities and colleges in Key Indicators in the Criterion II. In case of Criteria II, the performance differences is less but colleges seems to be performing better in all key indicators with a better percentage of institutions scoring 3. The trend can be understood as teaching is the core activity and it is quality of the teaching process which determines the performance of this Criteria.

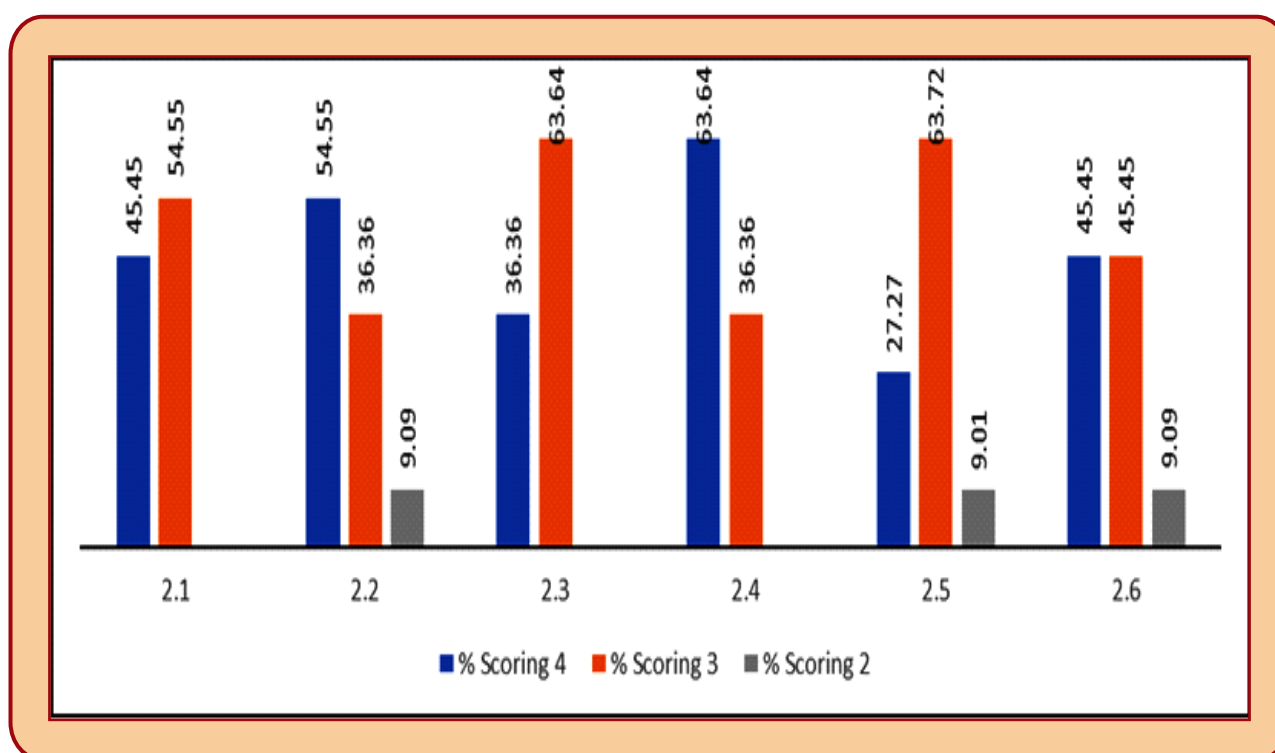


Fig. 4.12: Performance of Universities in various Key Indicators of Criterion II

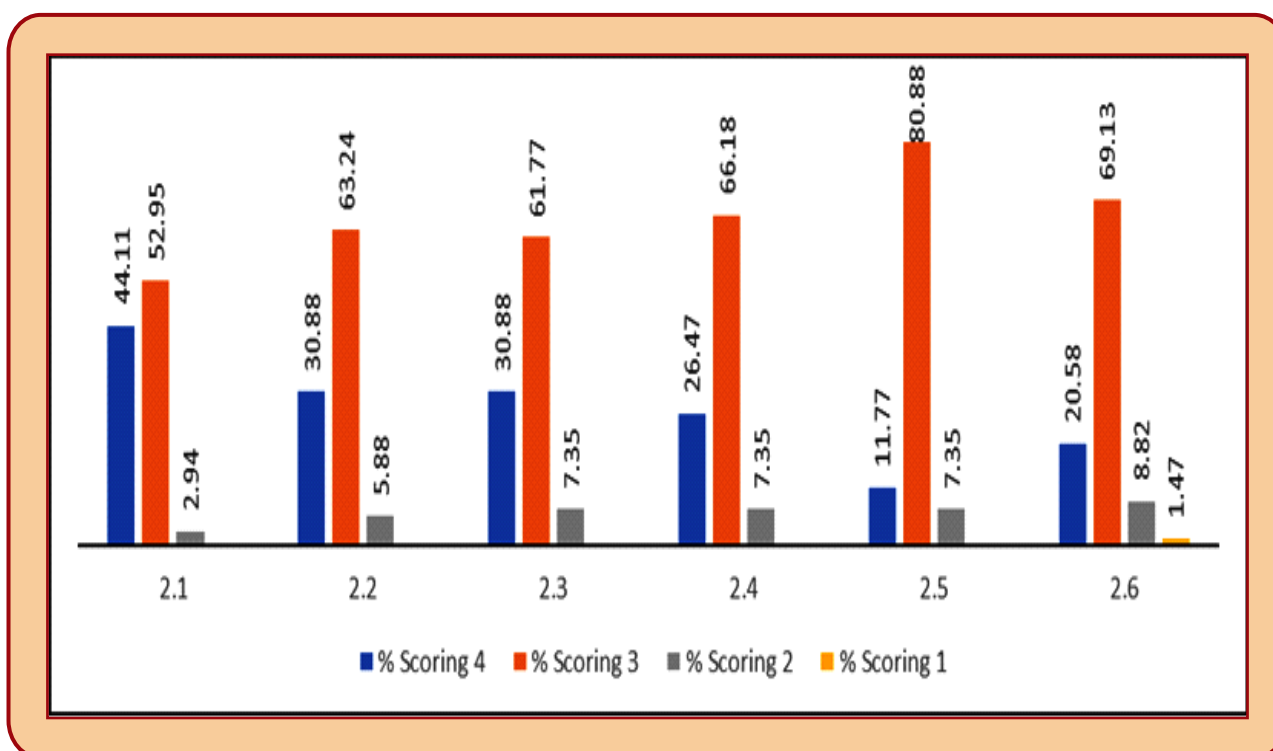


Fig. 4.13: Performance of Colleges in various Key Indicators of Criterion II

4.4.3 Key Indicator wise performance in Criterion III

For Criteria III, weightage for assessment of universities is higher than that for colleges. Matching with the principal idea that universities have better focus on research, the data is in-sync with this fact as shown in Fig. 4.14 and 4.15 for universities and colleges respectively. However, performance of both autonomous colleges and Universities of Delhi has not in tune with the funding they are receiving for the purpose. However, if we look at social sciences the research is better positioned in the Universities and Autonomous colleges than from other parts of the country. The colleges seem performing better than the Universities for key indicator 3.6 i.e. Extension Activities indicating pro-activeness of the colleges and students for extension activities thereby reflecting the focus on overall development of the students and Institutional Social Responsibility. Overall performance of colleges in criteria 3 is poor and needs attention and focus especially in the backdrop of the reforms taking place in the sector.

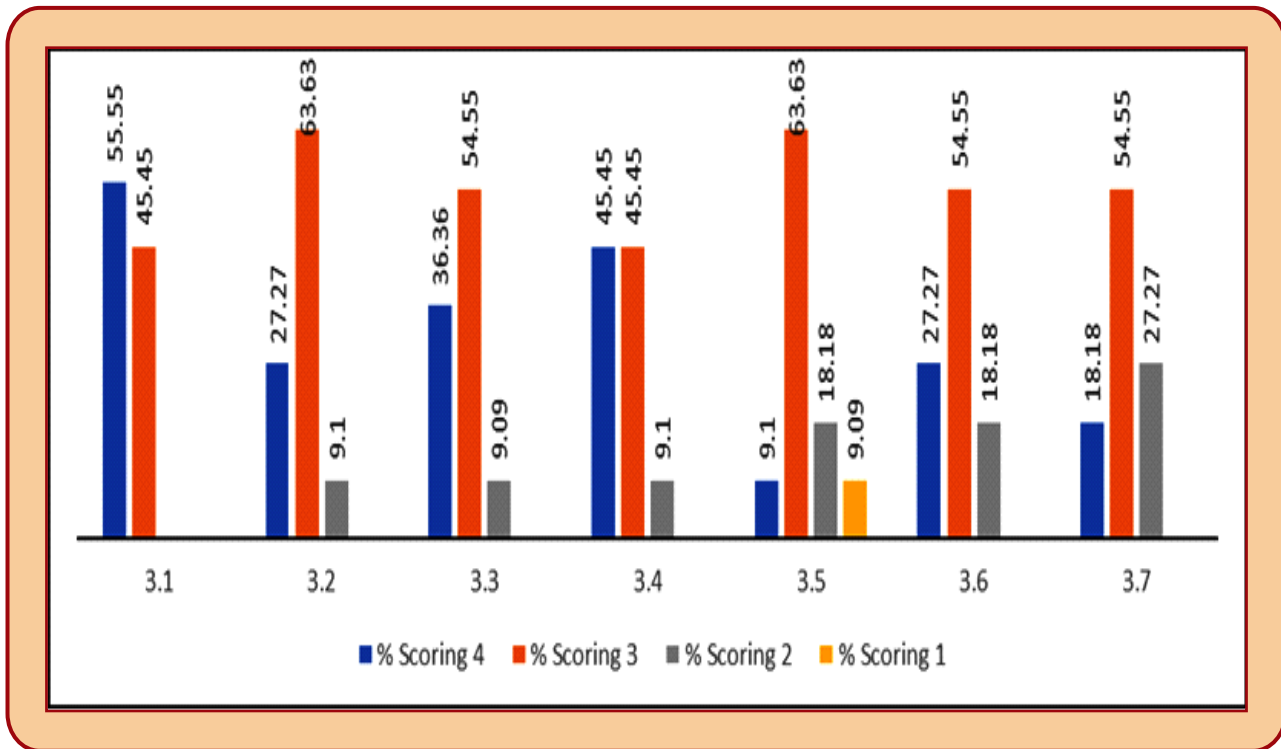


Fig. 4.14: Performance of Universities in various Key Indicators of Criterion III

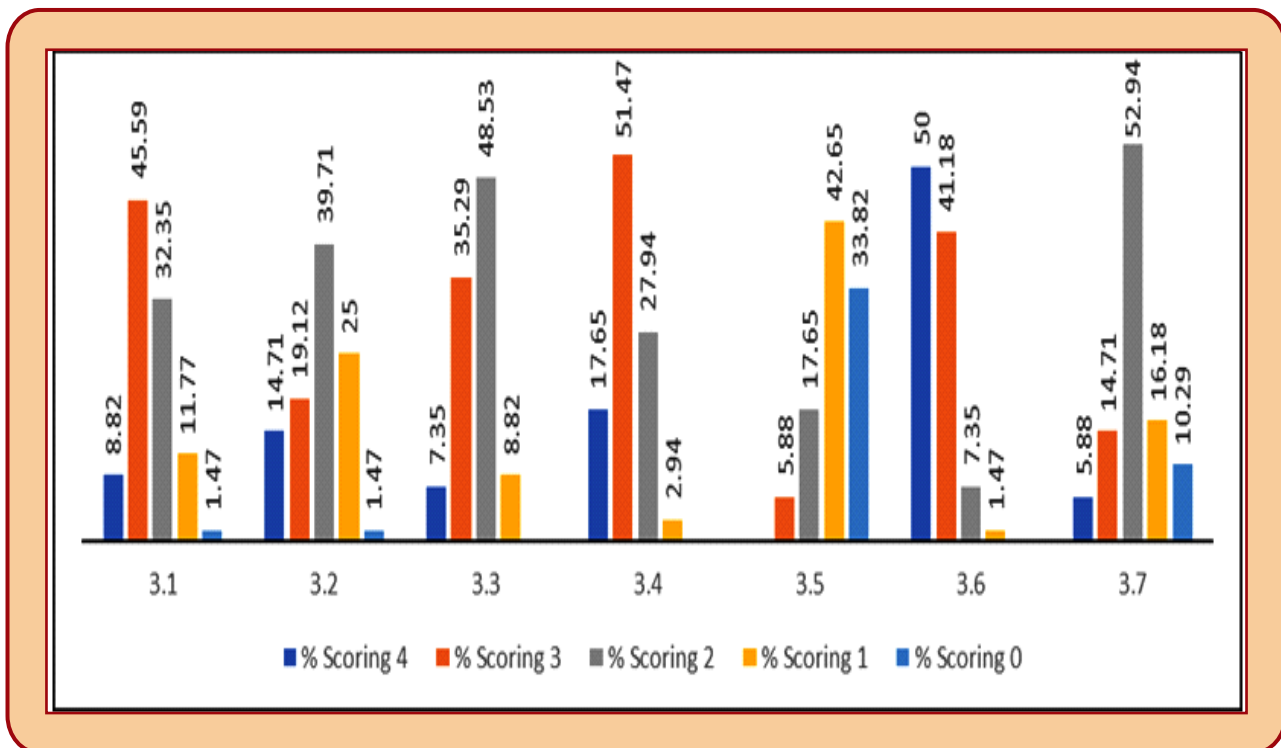


Fig. 4.15: Performance of Colleges in various Key Indicators of Criterion III

4.4.4 Key Indicator wise performance in Criterion IV

Criteria IV pertains to Infrastructure and Learning Resources. Fig. 4.16 and 4.17 shows the performance of universities and colleges respectively in different Key Indicators of Criterion IV. As can be seen in case of Criterion IV, around 25% of colleges scored 4 in all key indicators and almost 50% scored 3. This is an indication that colleges can perform better if a dedicated efforts are made to improve the Infrastructure and Learning Resources. This also reflects the efforts of these colleges in exploring, possibilities of sourcing extra funds either from government schemes or through other sources. It is some of these colleges which fared well in Criteria IV and performed comparatively better in Criteria III. This means as the infrastructure and learning resources are improved, the colleges can perform better in Curricular Aspects and Research and Extension also. Most of the institutions scored 3 or 4, and there are no institutions which scored 0 or 1 in this criterion. Very few institutions scored 2 and these are mainly old institutions whose maintenance of infrastructure has been an issue.

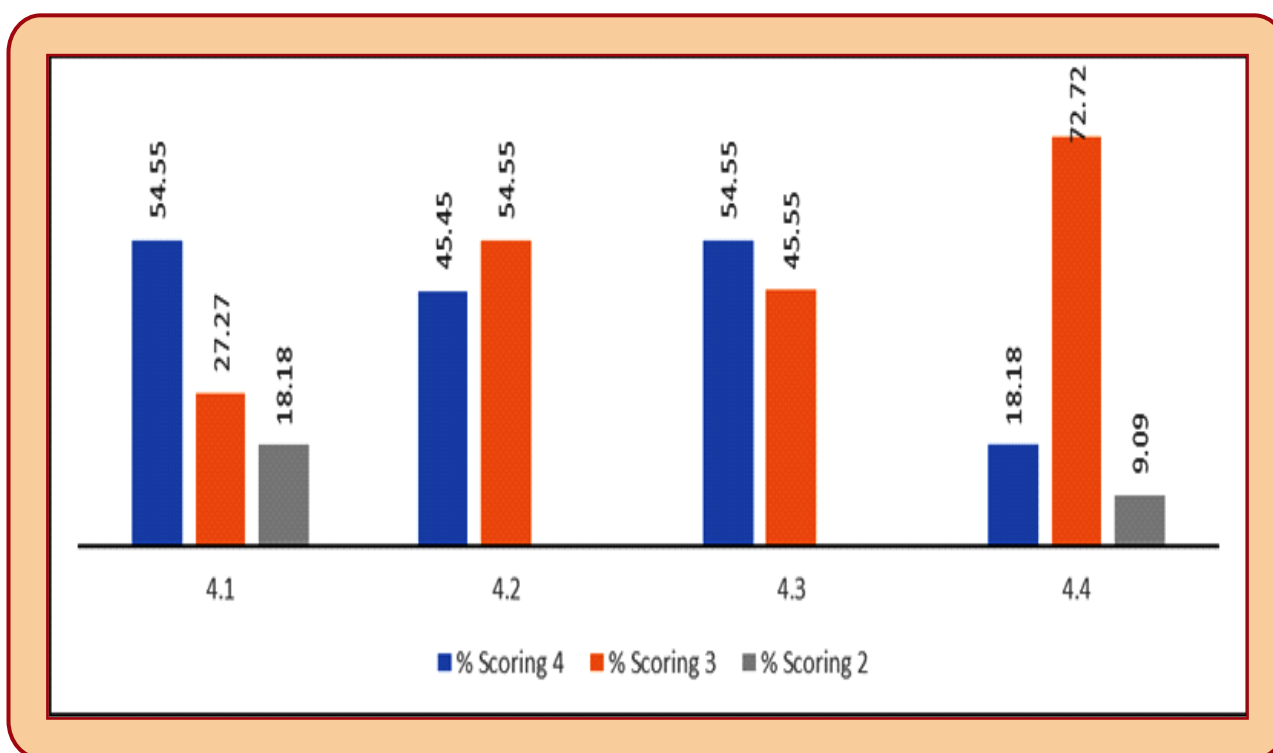


Fig. 4.16: Performance of Universities in various Key Indicators of Criterion IV

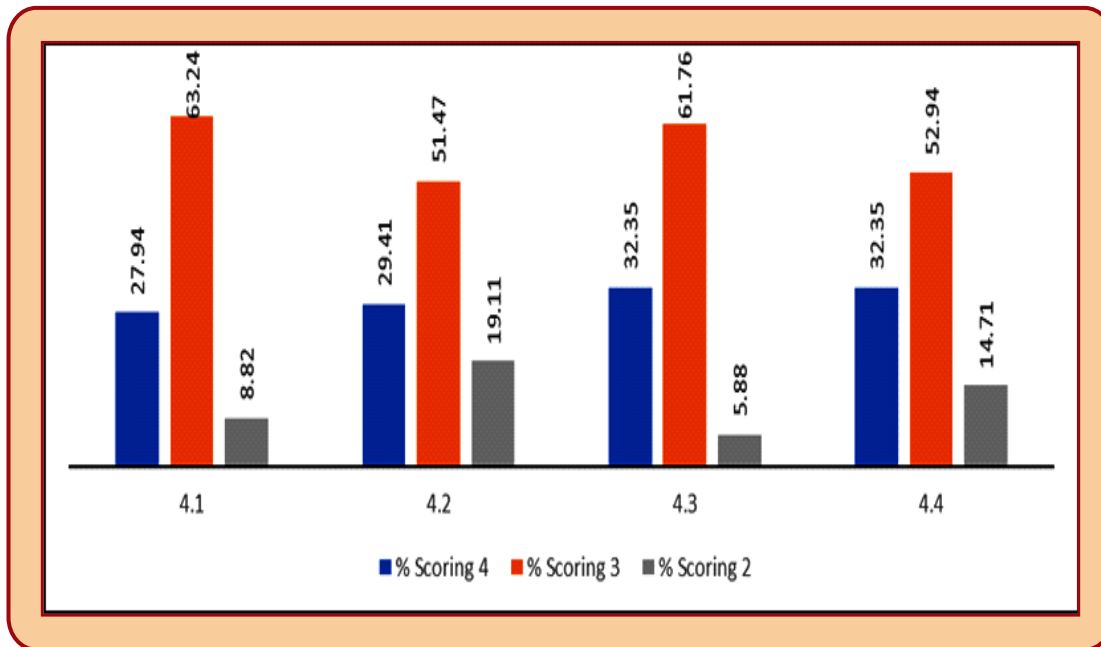


Fig. 4.17: Performance of Colleges in various Key Indicators of Criterion IV

4.4.5 Key Indicator wise performance in Criterion V

Criteria V pertains to Student Support and Progression. Fig. 4.18 and 4.19 shows the performance of universities and colleges respectively in different Key Indicators of Criterion V. It is noticed that colleges are performing better than universities.

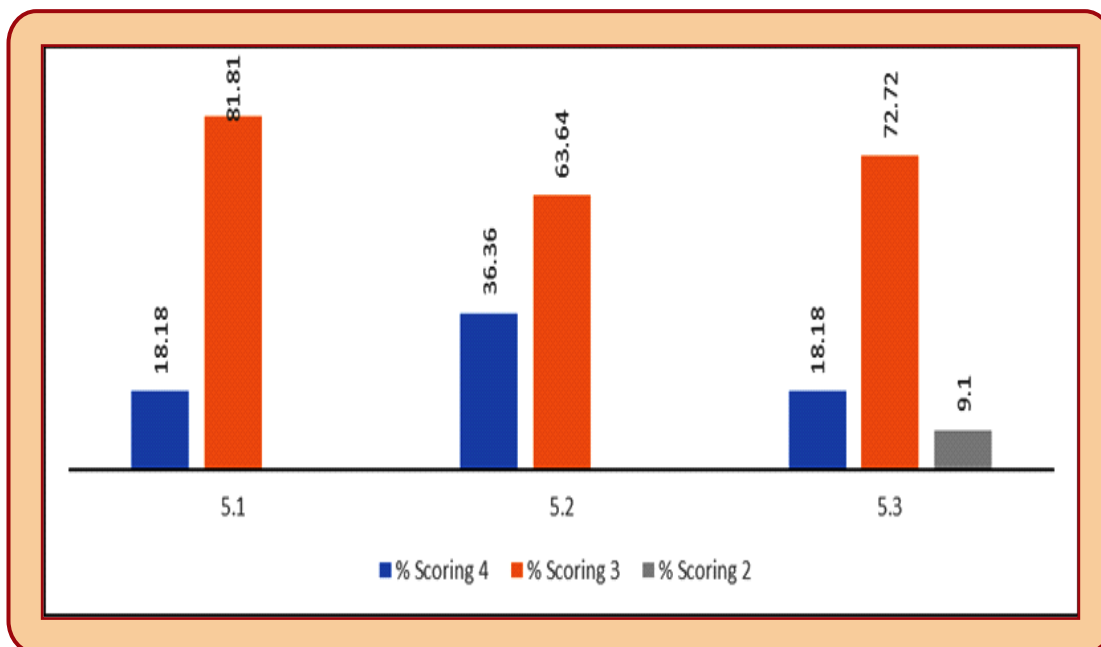


Fig. 4.18: Performance of Universities in various Key Indicators of Criterion V

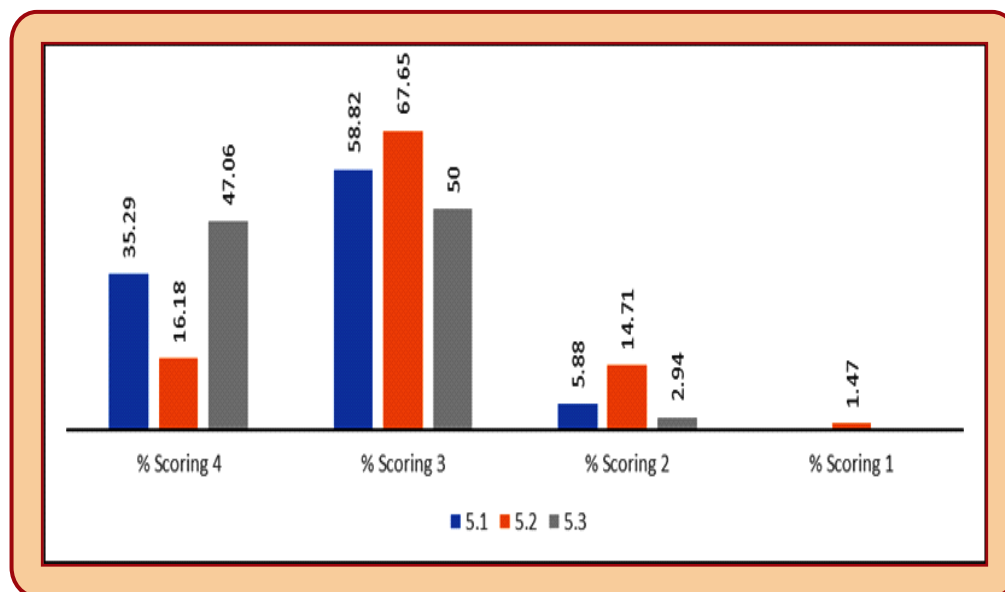


Fig. 4.19: Performance of Colleges in various Key Indicators of Criterion V

4.4.6 Key Indicator wise performance in Criterion VI

Key Indicators in Criteria VI pertains to various aspects of Leadership, Governance and Management. In this Criterion universities have performed better than colleges. The data indicates that efforts are needed by the university administration to set the Governance, Leadership and Management at affiliated colleges with frequent meetings and follow-ups. The GPA for key indicators is high (3) for colleges for all KIs which is a positive sign that little efforts from university administration can help colleges to improve their performance in this criterion. Fig. 4.20 and 4.21 shows the performance of Universities and Colleges respectively in Criterion VI.

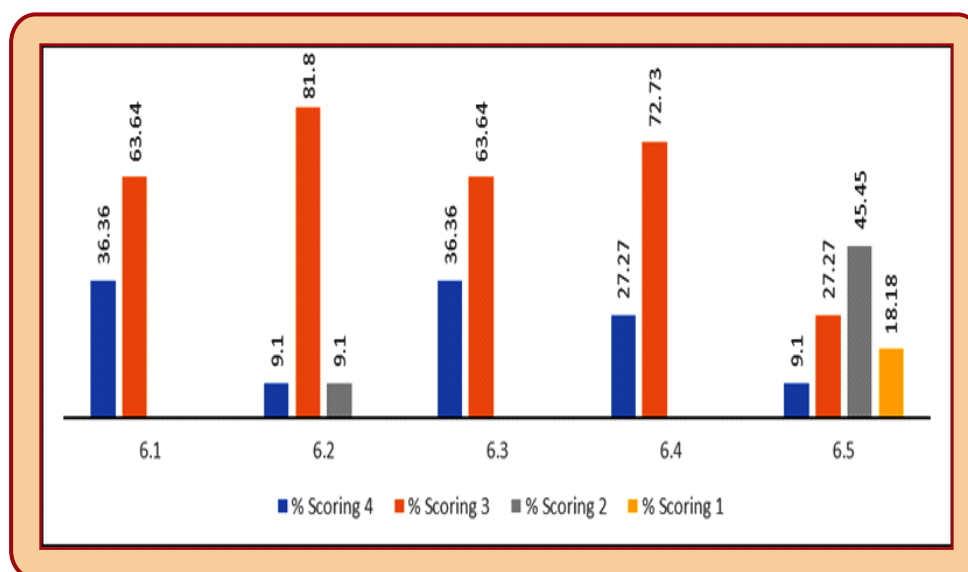


Fig. 4.20: Performance of Universities in various Key Indicators of Criterion VI

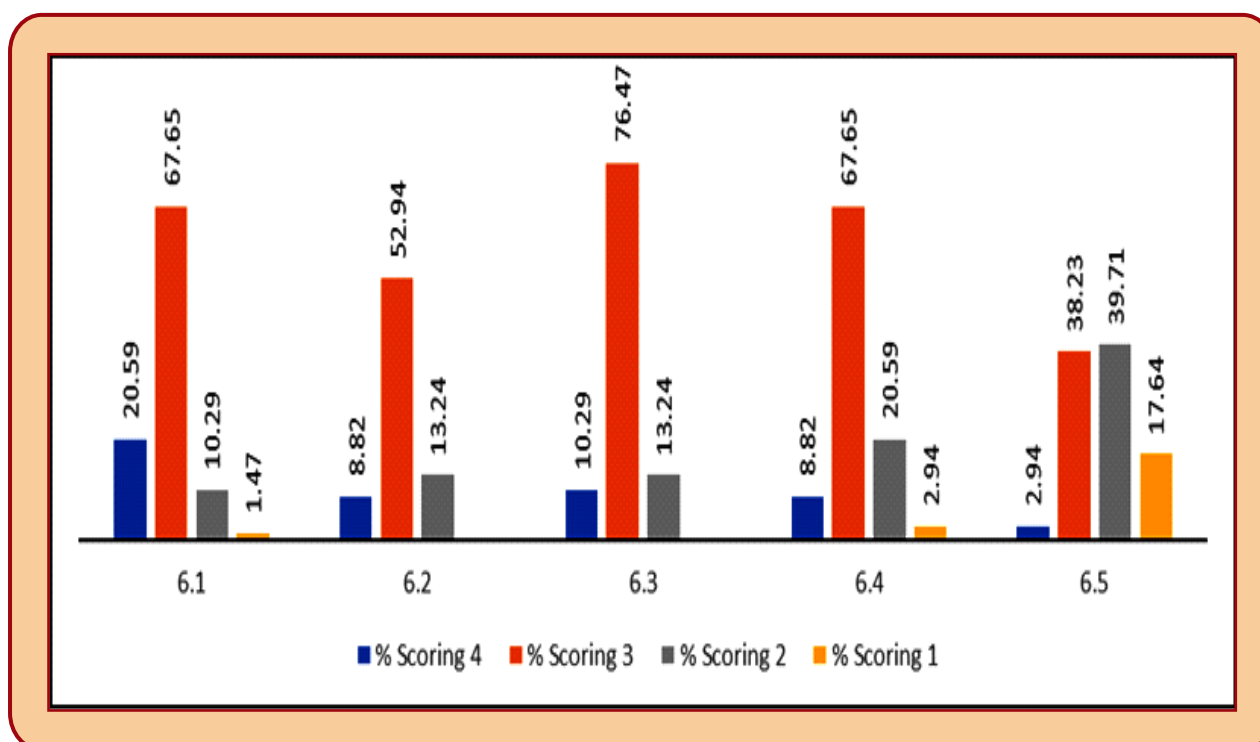


Fig. 4.21: Performance of Colleges in various Key Indicators of Criterion VI

4.4.7 Key Indicator wise performance in Criterion VII

Criterion VII pertains to Institutional Values and Best Practices. In this criterion universities are performing better than colleges due to the fact that level of opportunities are higher at universities for such activities. The data shows that percentage colleges scoring 3 across all KIs is above 50% which is an indication that the potential for improvement exists, provided the resources and efforts are channelized in this direction. It may be concluded that there is not much support coming from the Universities to colleges to enhance the quality provisions. Further the stringent regulation and controls on the colleges is limiting its activities to those required under compliance and not going beyond the prescribed activities. Most of the initiatives of the Universities also are limited to Quality sustenance and not much appears to be happening beyond the minimum requirements. Overall, both in the Universities and colleges Faculty Development and capacity building requires focus and priority. Figures 4.22 and 4.23 shows the performance of Universities and Colleges respectively in various Key Indicators of Criterion VII.



CHAPTER 5

QUALITATIVE ANALYSIS OF PEER TEAM REPORT OF ACCREDITED INSTITUTIONS

5.1 State Universities

5.1.1 Curricular Aspects

- ❖ Operationalise elective choice such that all the listed electives are effectively selected by students.
- ❖ University should publish a booklet on 'Programmes of Studies' which will give the semester/trimester wise charts of degree programmes, course descriptions of each course and prerequisite of individual course, even though they are available on the website. Each School seems to have the details of these but there is no consolidated University publication to this effect.
- ❖ A Common course in Computer Applications may be introduced in all programmes including Law programmes.
- ❖ In view of the emerging importance being given to Nano Technology by the University, strengthening of mathematics and physics disciplines may be attempted.
- ❖ Structured Remedial and Bridge courses may be introduced as an institutional program. It is also advisable to offer a course on 'communication skills' in English to all the Afro-Asian students studying in the University and the other needy students.
- ❖ Proper online feedback mechanism from the stakeholders may be introduced formally, and effectively analyzed
- ❖ Remedial coaching to be formalized
- ❖ Introduction of certificate courses utilizing studio facilities available in the University. Research emphasis be relaxed at undergraduate level – more market oriented elective be offered in place research – level electives.
- ❖ Courses on Bioinformatics and medical Instrumentation be introduced.
- ❖ Basic Sciences and basic engineering to be introduced in B. Tech. curricula.

5.1.2 Teaching-Learning & Evaluation

- ❖ Attempt to enhance bi-lingual competence of teachers and include texts from the local languages of Delhi NCR in the syllabi.
- ❖ Formalise faculty development programmes to sustain and enhance interdisciplinary nature of curriculum and innovative critical and self reflexive pedagogic practices.
- ❖ Appointment of optimum number of permanent academic and support staff within a reasonable time.
- ❖ Periodic in-house faculty and non-teaching staff development programmes may be offered by the University. Pedagogy workshops may be organized for faculty members and workshops on communications and interpersonal skills, office procedures, etc. for the non-teaching staff may be organized.
- ❖ Vacant positions (faculty and other staff) be filled on priority basis.
- ❖ International faculty be attracted for longer durations to improve quality teaching and research.
- ❖ More avenues for qualification improvement and promotion for the nonteaching staff may be provided.
- ❖ To recruit permanent personnel for teaching and non-teaching post.
- ❖ Senior level faculty, professors, be recruited on regular appointment.
- ❖ A holistic performance linked incentive scheme needs to be evolved and implemented to promote excellence in teaching, research and institutional development.

5.1.3 Research, Consultancy & Extension

- ❖ Set guidelines for recognition of external Ph.D. guides need to be framed and put in place for implementation.
- ❖ Endeavour to enhance knowledge production and dissemination in social sciences and humanities with sensitiveness to alternative and marginal epistemologies implicit in the multilingual experiential life worlds of Indian society.
- ❖ Teachers publishing in high impact journals/undertaking major research projects/generating interdisciplinary study material need to be incentivized.
- ❖ R&D projects from the industries may be encouraged by various schools. A 'Capability profile' booklet of the University may be prepared and sent to various industries. This booklet may profile the special infrastructure and faculty expertise available with the

University. The Centralized University Industry Interaction Centre with an IPR cell may be established as a statutory structure of the University with an IPR policy developed for the University.

- ❖ More faculty members may be motivated to take up research activities.
- ❖ Research expertise need to be infused to the maximum in order to have recognition with centers of excellence in schools and high impact factor publications and patents.
- ❖ Research promotion schemes like research starter grant for newly appointed faculty , summer research fellowship/internships for Undergraduate students, university research fellowships to Ph.D students to be implemented.

5.1.4 Infrastructure and Learning Resources

- ❖ Library and other resources be shared with other academic institutions.
- ❖ To increase hostel accommodation for students, specifically for research scholars.
- ❖ Initiate establishment of Centres of Excellence.
- ❖ More number of text books to be provided for students.
- ❖ The library needs to be fully automated and networked with all schools to provide ICT mediated resources utilizing NKN connectivity maximally.
- ❖ University level e-governance as an end to end integrated solution leading to paperless administration with an institutional IT-policy need to be developed and implemented.

5.1.5 Student Support and Progression

- ❖ Evaluation procedures to be systematized to maintain parity and symmetry within programmes and disciplines.
- ❖ Work towards mobilizing greater resources or institute differential fees structure to attract students from marginalised sections.
- ❖ Linkages with the industries may be established whereby students can take up projects in industries. For this purpose, a suitable time slot may be identified in various degree programmes providing credits for project work carried out in the industry.
- ❖ A Central Career guidance and Placement Cell for students of all Schools can be established in the University, which can additionally assist the affiliated colleges in their respective placement activities.
- ❖ A mechanism may be set up to enhance interactions between various schools of the University so as to promote interdisciplinary research, teaching and other developmental

activities. A pool of elective courses of interdisciplinary nature may be planned and students across the schools may register in these courses to facilitate horizontal mobility.

- ❖ The University may establish a Centralized Counseling Cell with a trained counselor to mentor weak students to build up self-confidence and also to meet the special psychological needs of the students.
- ❖ Institutional efforts for bringing out formal agreements/MoUs with foreign and Indian Universities/Institutions may be taken up for student exchanges and horizontal mobility.
- ❖ Mechanism to be put in place to enhance students' participation in sports and cultural activities for all-round personality development.
- ❖ Freeships for underprivileged students be introduced for a more diverse student body.
- ❖ Anti-sexual harassment cell to be formally set up.
- ❖ The student must be provided with opportunity to go for internship for one full semester.
- ❖ To offer a course on Indian culture/ Language for International students.
- ❖ Sports activities should be increased.
- ❖ More hostel facilities be provided to all students.

5.1.6 Governance, Leadership and Management

- ❖ Ironing out of gaps if any, between the stated policy and practice.
- ❖ Persuading UGC and other regulatory bodies for the inclusion of the various subject areas for NET and other qualifying examinations.
- ❖ University should ensure social diversity in admissions to the optimum level to meet the demands for equity and social justice.
- ❖ Affiliation to colleges is temporary at the first instance and it is renewed every year. Within the framework of rules and regulations, University may examine to accord tenure based affiliation for a period of 2-3 years so that stability of teachers can be ensured in affiliated colleges based on the objective norms developed by the University. It is also necessary that norms already framed for providing permanent affiliation for colleges may be relooked, so that they could evolve as autonomous colleges in future.
- ❖ The University may expedite the registration of the Alumni Association which can be headed by a Professor-Incharge and other office bearers. This Association will proactively promote the brand value of the University and help the ongoing students in all possible spheres eg. Entrepreneurship development, etc.

- ❖ The student feedback and faculty appraisal mechanism may be standardized as per the norms of NAAC by establishing the Internal Quality Assurance Cell (IQAC) as a statutory body of the University to facilitate overall quality upgradation of the University.
- ❖ The functioning of the IQAC to be made more proactive to widen its academic canvas.
- ❖ Alumni participation to be enhanced through a registered Alumni Association.
- ❖ Internal and external academic audit must be carried out for all Departments.
- ❖ Admin staff should be properly trained to match with the vision, reputation and intended quality of the institute.
- ❖ Newly instituted bodies/centers like IQAC, IPUICC, Guidance and counseling centre, Entrepreneurship development cell, IPR cell, Centre for Human Values etc. are to be made fully functional with dedicated infrastructure, personnel and institutional guidelines / programs.
- ❖ University need to proactively provide mentoring assistance to affiliated colleges in the areas of learner centric teaching and R&D expertise inculcation.
- ❖ Decentralised participatory decision making mechanism needs to be implemented to help in improved deliverables in all academic activities.
- ❖ Schools of Architecture and Mass communication are to be strengthened with infrastructure, faculty expertise and research activities.

5.2 Central Universities

5.2.1 Curricular Aspects

- ❖ Introduction of more skill-based job-oriented courses.
- ❖ Introduction of formal and structured feedback mechanisms from all the stakeholders for institutional development.
- ❖ Community out-reach programmes be designed and implemented.
- ❖ Formal feedback mechanism from students and its analyses should be strengthened.
- ❖ Nomenclature of some of the courses should be investigated to match with the employability. (RAF)

5.2.2 Teaching-Learning & Evaluation

- ❖ ICT integration in teaching-learning needs to be strengthened.
- ❖ Steps to be taken to attract quality faculty.
- ❖ Efforts to minimize inbreeding in faculty recruitment may be initiated.
- ❖ Teaching-learning process should be strengthened to be commensurate with the global standards and requirements, as expected by the society.

5.2.3 Research, Consultancy & Extension

- ❖ The quality of research output from post-graduate and doctoral programs needs improvement.
- ❖ Enhancement of University-Society linkage through meaningful interface with civil society and the community. The University should undertake proactive extension activities for social upliftment and holistic personality development of students.
- ❖ IPR Cell needs to be established and patent policy of the University should be formulated.
- ❖ To strengthen the initiatives to promote collaborative research at the national and international level.
- ❖ Inter-school collaboration to undertake mega projects of national and international importance.
- ❖ Post-doctoral research needs to be promoted.
- ❖ Create partnerships with centres of research and training at various locations.
- ❖ The research teams working on transgenic crops / genomics/genome, crop improvement under the limitation of climate change and also the diagnostic research for health care, needs to be encouraged adequately so that it is useful for not only the country but also the world at large.

5.2.4 Infrastructure and Learning Resources

- ❖ Revisit the School-Centre architecture to enhance quality.
- ❖ Library resources need to be augmented by acquisition of hard copies of books in Indian languages and rare manuscripts.
- ❖ Hostel amenities can be improved through rationalization of utility and service charges.
- ❖ Campus wide ERP needs to be integrated.

- ❖ Wi-Fi facilities should be extended to all the hostels.
- ❖ The main library should be expanded to provide free access to all students.

5.2.5 Student Support and Progression

- ❖ More hostel and transport facilities for boys and girls.
- ❖ Industry Institute Partnership Cell to be established.
- ❖ Sports facilities should be optimally utilised for physical well-being of the students and enhance the sports activity by engaging and collaborating with SAI.
- ❖ Student mentoring to be systematized.
- ❖ Student support services such as sports facility need to be strengthened.
- ❖ Evaluation of the answer script of the PG course examination should be shown to the respective students for their satisfaction.
- ❖ Placement cell in each department may be revitalized.
- ❖ Grievance redressal mechanism should be strengthened and early disposal of each case must be ensured. The existence of the mechanism may be brought to the notice of all stakeholders through wide publicity.

5.2.6 Governance, Leadership and Management

- ❖ Formulation of long-term perspective plan and strategic planning for the growth and development of the university.
- ❖ More departments need to initiate efforts for obtaining 'Centre of Excellence', 'Centre for Advanced Studies', SAP status from UGC, CSIR, DBT and other national and international organizations.
- ❖ Evolve appropriate strategies to conduct regular academic audit by external academic peers including those from industries.
- ❖ Efforts should be made to tap the potential of alumni.
- ❖ E-governance initiatives need to be further strengthened.
- ❖ Centres should work in close collaboration with departments.
- ❖ Better perspective planning needed for some Schools/Centres.
- ❖ Innovation hub in the University can be strengthened.
- ❖ Mentoring and handholding of other less endowed institutions.

- ❖ Explore CSR and Alumni network for resource generation.
- ❖ The administrative machinery should be geared up to expedite the matters in a time bound manner.
- ❖ Delay in payment of scholarships may be looked into.
- ❖ Excessive use of paper to be minimised and a unit of paper recycling needs to be established to protect the environment.
- ❖ Ecosystem of the campus may be strengthened with green audit.

5.3 Deemed to be Universities

5.3.1 Curricular Aspects

- ❖ Mainstreaming the CBCS of the institute through credit transfer linked semester system as per UGC/ICAR norms.
- ❖ Rationalize the Ph.D. Program without discrimination between IARI fellowship candidates and externally funded projected fellows by allowing them to register at IARI instead of elsewhere.
- ❖ Introduction of robust Post-Doctoral fellowship scheme to attract and retain national and international talent.
- ❖ Developing Academic and Administrative Manuals.
- ❖ Inter disciplinary research and academic activities may be undertaken.
- ❖ Co curricular and extension activities are to be integrated in to curriculum.
- ❖ The curriculum developments processes are to be streamlined through the Boards of the Studies as a statutory requirement.
- ❖ Institution of a robust stakeholder's feedback system, analysis and methodical follow up system for quality enhancement in teaching/ learning and path breaking research.
- ❖ Introduction of a choice based credit system (CBCS) in Diploma and Certificate Courses and other value added programs.
- ❖ Introduction of choice Based Credit System with credit transfer facility of facilitate horizontal mobility of students with vertical integration of knowledge.
- ❖ Statutory provision to include industry experts on Boards of Studies.
- ❖ Rejuvenation of departments of Chemistry and Management with teaching programmes of modern need and starting of new courses like Multimedia, Clinical Psychology,

- Human Genetics, applied statistics, besides rationalization of management department into a business school.
- ❖ Subjects like Nyaya, Mimamsa, Yoga, Manuscriptology, Epigraphy and Computational Linguistics may be introduced.
 - ❖ Diploma courses in Manuscriptology, Yoga and Vaasthu may be started.
 - ❖ Certificate and diploma course in yoga, cultural tourism, Dharma shastra, Sanskrit journalism may be introduced in the sport and ATM for students.
 - ❖ Extend the scope of the courses beyond Shastric studies.
 - ❖ Introduce add-on and short term professional oriented courses.
 - ❖ Choice Based Credit System may be introduced.
 - ❖ The University may think of introducing twinning and dual degree programmes with overseas universities.
 - ❖ The University should consolidate the present programmes, before increasing the number of programmes.
 - ❖ Trimester pattern may be adopted.
 - ❖ Credit exchange and credit accumulation should be strengthened.
 - ❖ Integrated programs should be introduced.
 - ❖ Steps may be taken to start short-term evening courses and summer courses in the professional subjects as Dharma Shastra for the benefit of various professionals.
 - ❖ Steps may be taken to start a course in Manuscriptology.
 - ❖ Distance education may be introduced in selective subjects.
 - ❖ M.Phil. courses in all the subjects should be introduced.
 - ❖ The institution could consider offering some of its programs and courses through the distance mode.
 - ❖ To foster the aims and growth of the emerging discipline of Pharmacy Practice, it is necessary to offer the M. Pharm (Pharmacy Practice) program by suitably integrating its teaching-learning with the clinical disciplines of medicine and pharmacology.
 - ❖ The course contents of the M.Sc. and Ph.D programs in Bio-technology need to be updated taking into account the emerging trends in the field including Bio-informatics.
 - ❖ There is a strong case for starting post-graduate courses in Nursing.

- ❖ All Ph.D. programs should be suitably structured monitored and assessed through properly constituted Doctoral Committees. Integrated Ph.D. programs with multiple terminal points (M.Sc./M.Phil.) may be offered involving more than one department.
- ❖ Unani medical education needs to be modernized. In practicing the principles of Unani medicine, ICMR clinical trial guidelines may be used.
- ❖ CBCS be introduced in all the programs.
- ❖ Credit transfer and accumulation policy be implemented.
- ❖ Revamping of curriculum content at frequent intervals may be uniformly followed by all the departments.

5.3.2 Teaching-Learning & Evaluation

- ❖ Vision 2050 document to include strategy on monitoring and evaluation with anticipated time bound deliverables.
- ❖ Provision for promotional opportunities and sabbatical leave for faculty may be considered.
- ❖ Few Post-Doctoral fellowships may be awarded by the Institute for encouraging advanced research.
- ❖ Grooming the young bright qualified persons in the emerging areas by strengthening Research Assistants/ Associates base.
- ❖ Staff Development Programmes to be regularly conducted.
- ❖ Regular National Workshop on Manuscriptology, Paleography, Epigraphy, Computational Linguistics and Yoga to be conducted.
- ❖ Structure of departmental faculty members need to be sanctioned as per UGC norms (1 Professor, 2 Associate Professor and 3 Assistant Professor)
- ❖ Awareness among the surrounding schools and also rural community for upliftment of Sanskrit literature is to be created.
- ❖ UGC funds only those Universities which have Department staffing as per UGC Norms. Each Department in each campus must follow the staffing pattern as laid down by UGC.
- ❖ Establish a separate department for Allied Subjects putting together subjects like English, Hindi, Political science, sociology etc.
- ❖ There shall be a full-time officer appointed for examination system.

- ❖ Faculty engagement in the decision-making processes be strengthened.
- ❖ The institute needs to persevere in its efforts to recruit:
 - i. Senior faculty with strong research interests in international business as well as with high professional standing and
 - ii. Bright young faculty possessing doctoral degrees from some of the best institutions with the country as well as some of the best universities abroad. The Peer Team recognizes the difficulties involved in recruiting good faculty. The efforts need to continue.
 - iii. Also, faculty from well-known institutions across the globe could be invited to deliver lectures / courses, just as Indian School of Business (Hyd.) does, in order to achieve the two-fold benefit of (i) quality inputs to students; (ii) projecting IIFTs caliber/strengths and its products internationally. The compensation packages in such cases, however, will be important. The peer group noted that some faculties from foreign institutions have taken full courses in IIFT.
- ❖ Though placements are accomplished at 100% level on Day - 1 itself, efforts need to be made for promotion of the institute and its MBA (IB) Programme amidst the global corporate giants across different countries by participation in international conferences through quality papers & through other activities.
- ❖ Steps may be taken to appoint more staff in the Departments of Puranetihasa and Mimamsa.
- ❖ Faculty may be encouraged to utilize modern technology in teaching and research.
- ❖ The number of seats at the entry level may be increased several fold so that all the 18 departments must get sufficient number of students to run the programme effectively.
- ❖ It is necessary to draw up a program of action to train all non-teaching staff on a time-bound and regular basis with a view to updating them.
- ❖ It is advisable to make all teaching-learning processes more learner-oriented.
- ❖ The Central Animal House Facility has to have a full-time Veterinary Surgeon. Standard procedures and guidelines for carrying out animal experiments should be scrupulously followed.
- ❖ Faculty strengths with proper cadre ratio to be improved upon. Present strength is not in consonance with the academic requirements in many departments.

- ❖ Faculty members who have not yet obtained Ph.D. degrees may be motivated to acquire the same within a given time frame.

5.3.3 Research, Consultancy & Extension

- ❖ Promotive strategies to fast commercialization of R&D products and technologies developed by IARI.
- ❖ Decentralization of powers by constituting research, teaching and extension committees at division levels instead of tenural professorship system.
- ❖ Developing a vision for the institution with identified thrust areas for research.
- ❖ Advice to consider Scholar in Residence Programme for supporting research.
- ❖ Establishing a University-Industry Interaction centre with IPR cell to facilitate consultancies and patents.
- ❖ Introduction of exclusive budget head for “Research” by the university to provide for research starter grant, University research fellowships and to augment research equipment infrastructure of PG and Ph.D students.
- ❖ Collaboration with more Institutions and Universities to be developed.
- ❖ Health Centre and Insurance Coverage for Regular scholars.
- ❖ Mobilisation of funds.
- ❖ Kendra for Yoga and Panchakarma and Sanskrit Journalism should be established.
- ❖ Regular National Workshop & Seminars and Exhibitions on Sanskrit and Science are to be conducted.
- ❖ Jyotish observatory, Yagnashala for vedic rituals may be created for skill.
- ❖ Workshop on Research Methodology and Manuscriptology may be made a regular activity at Allahabad campus.
- ❖ Continuous collaboration with National Manuscript Mission for digitization of manuscripts.
- ❖ Efforts to collect more manuscripts may be undertaken.
- ❖ Institution should be proactive and reach out to the community.

- ❖ Networking and collaborating with other Sanskrit universities/Departments of Sanskrit/Oriental studies.
- ❖ Generating more funds for sustenance of departments, their research and development by creating a long-term corpus be given focus.
- ❖ Institute may introduce concept of 'Research Semester''
- ❖ Collaboration with stakeholders of higher education for quality evaluation & promotion.
- ❖ The institute should plan to expand the research activities of the faculty members. High quality research publications would enhance the prestige o the institute. It is extremely important that the research conducted at the Institute ends up in top academic journals and renowned publishing houses. The institute has three in-house periodicals & brings out occasional Papers. These must continue.
- ❖ The institute should put in place proper incentive system for promoting quality research. Sabbatical leave may be given to the faculty member once in six year for upgrading his/her knowledge and research skills. Another suggestion is to provide yet more incentives to faculty to acquire higher qualifications and to publish papers in reputed / referred journals. Such incentives could include sponsoring them for short period study / visit to reputed institutions abroad.
- ❖ The Peer Team is of the view that the institute should take lead to develop collaboration with Indian Institutes especially with business schools (IIMs) and Centres of Excellence (ISI, DSE etc.) and promote research networks in international business. The team is of the view that networking not only promotes research but also contributes to capacity building. The team has noted that the IIFT has signed MoUs with some foreign universities. These collaborations may be used for enhancing the research base and promotion of advanced research.
- ❖ The Peer team suggested that an Institute like IIFT should promote research programme on emerging Asian market economies, especially China, in partnership with other Institute in India and China. It may also initiate database on China as well as certificate courses on Chinese language.
- ❖ The institute is now offering Consultancy Service to Government, corporate and international agencies. The is ample scope for increasing such services & for raising resources through consultancy.
- ❖ Steps may be taken to collect more manuscripts to develop the manuscripts section and the better utilization of the manuscripts be made by the researches.

- ❖ Efforts should be taken to get more research projects from different agencies.
- ❖ Efforts should be made to conduct more seminars and workshops.
- ❖ Teaching and research collaboration with national and international centres of excellence may be made.
- ❖ While the institution is indeed responsive to community needs, it is felt that a lot more can be done by way of extension activities.
- ❖ The institution is yet to realize its full potential in offering consultancy and testing services to industry, business and service sectors on a commercial basis. There is ample scope to raise resources through consultancy and testing services. Infrastructural facilities such as the Computer Centre should be put to full use to raise resources.
- ❖ Faculty be motivated to engage in consultancy work for mobilization of more funds.
- ❖ In view of overlapping domains and common areas of application, it is suggested to consider the possibility of clustering of some departments.
- ❖ Faculty members to be encouraged to publish research papers in reputed journals with high impact factor.
- ❖ For facilitating and ensuring standards, originality and quality of research be strengthened by establishing IPR cell.
- ❖ Policy for inclusive growth to be incorporated into and Corpus fund need to be further strengthened.
- ❖ Consultancy services be pursued in a more focused way.
- ❖ Extra-curricular activities (including N.S.S) to be initiated.
- ❖ Establish incubation centre with Industry collaboration.
- ❖ For post graduate programmes dedicated slots for final project with research component spread over the last two semesters.
- ❖ Inter-disciplinary learning and research environment may be encouraged.

5.3.4 Infrastructure and Learning Resources

- ❖ MDP activities to be strengthened with exclusive hostel facilities at both the campuses.
- ❖ Promote Green Hostels by installing alternative energy equipments.
- ❖ Increase the infrastructure facilities including library, hostels, office space etc.

- ❖ Documentation of Institution level e-Governance system including the research management system to bring about transparency, efficiency and expediency.
- ❖ Library and e-Resources are to be strengthened through INFLIBNET and other e-Resource centres, besides complete library automation.
- ❖ Modernization of both central and departmental libraries with functional IT connectivity coupled with skill building to maximize the library usage by students.
- ❖ Mumbai Campus requires immediate construction of its own premises (urgent attention required)
- ❖ More Text books may be procured in the library for economically backward students. Multi-disciplinary approach in language may be undertaken.
- ❖ Computer Lab and one Language Lab for U.G. and P.G. students and research scholars be accommodated in a more spacious room and more computers be provided.
- ❖ Library should subscribe to standard and referred journals.
- ❖ The financial support for infrastructural development of different campuses of RSKS be increased substantially.
- ❖ Hostel for Girls need to be provided immediately.
- ❖ The University should establish its own independent eco-friendly campus sufficient for its current needs and future expansion.
- ❖ The university should be self-sufficient in terms of space and facilities for teaching and research activities.
- ❖ The setting-up of a spacious central library with fully automated facilities be expedited.
- ❖ More attention be paid to equip the teaching Laboratories with appropriate hardware and software resources.
- ❖ Facilitation process for enrollment of foreign students needs to be improved.
- ❖ Canteen facility may be provided in the campus.
- ❖ It is advisable to have a “Book Bank” in the main library.
- ❖ Library resources need to be augmented by adding standard and latest reference books in all courses, and additional efforts made for digital library needed.

5.3.5 Student Support and Progression

- ❖ Encouraging women students for PG/Ph.D. Program to meet reservation norms.

- ❖ To strengthen the field based extension activities and training of post-graduate students for building competence, skills, and to transfer the technology to farmers.
- ❖ Incubation Centre for developing entrepreneurial skills need to be established.
- ❖ Designing student admission methodology for sponsored super-specialty candidates from government institutions to facilitate specialist in the Hepato-Biliary System to government healthcare systems.
- ❖ Student participation to be facilitated in the academic bodies like Boards of Studies, IQAC, Grievances Redressal Cell, Sexual Harassment Cell etc.
- ❖ Cross Subsidized skill based and employment oriented UG & PG programme for socially and economical weaker sections may be expanded.
- ❖ Augmentation of sports and cultural activities by engaging expert personnel.
- ❖ Establishment of University level Placement Cell and a provision of personal counseling of the students.
- ❖ Campus placement cell for students and guidance for various competitive examinations may be started.
- ❖ Sanskrit and English communication skill development programmes should be held frequently.
- ❖ Indoor stadium, Swimming pool, more instruments in the sports for students may be provided.
- ❖ Hostel accommodation must be increased and Gym should be shifted to the both Boys and Girls Hostel. Indoor stadium, more sports materials may be provided to students. Boxing facilities need to be provided.
- ❖ Scholarship amount for UG, PG and Research Scholars needs to be enhanced.
- ❖ Strengthening career guidance unit and introduce mentoring system.
- ❖ Gender auditing with reference to promote inclusiveness.
- ❖ Encourage students participation in sports and cultural activities.
- ❖ Alumni association be formed for active participation in the institutional development.
- ❖ The university may increase the number of fellowships and scholarships to its research scholars and masters students, respectively.

- ❖ The university should ensure implementation of mandatory committees like anti-sexual harassment, anti-ragging, etc.
- ❖ University may bring out the talents of students through annual exhibition of their projects/ innovative creations.
- ❖ There should be a mechanism for supporting in-house incubation and entrepreneurship.
- ❖ Formation of students council.
- ❖ Efforts towards increasing intake of students.
- ❖ Training of doctoral students, post-doctoral young scholars should be a major activity of the institute. A well-structured Ph. D programme need to be put in the place and fellowship may be given to attract bright students. The students should be admitted to the programme through rigorous selection process.
- ❖ The alumni association activities are found to be going on fairly satisfactorily. Interaction with the alumni was quite fruitful and revealed that they have been able to fulfill the expectations of their employers. However, yet higher efforts and more of planned activities could be undertaken to project IIFT's name.
- ❖ The Institute may develop a Computerized Students Information System (CSIS) which may include all the basic details of the students including their hobbies, interests, and career objectives. This data base can be profitably used for guiding the students in choosing their career path.
- ❖ Steps may be taken to provide a hostel for the girl students of the university.
- ❖ Steps may be taken to activate Parent-Teacher Association and Alumni Association.
- ❖ Steps may be taken to have sufficient strength of the students in all the Departments.
- ❖ An effort may be made to attract foreign students.
- ❖ Sports and Games activities may be strengthened.
- ❖ Career Guidance Cell, Placement Cell, and Grievance Redressal Cell may be activated.
- ❖ There is need to give more attention to co-curricular and extra-curricular activities (including sports and games) and make them more visible through institutional participation in various competitions and festivals at the State and Nationals levels.
- ❖ Student support services such as extended hours of library, reprographic facility be provided.
- ❖ Proper grooming/additional support need to be provided to students coming from humble backgrounds/slow learners.

- ❖ Communication lab be established for improving communication skills of the students.
- ❖ Coaches be engaged for all the sports carried out on the campus.
- ❖ Alumni association needs to be registered.
- ❖ A central placement/ guidance cell be established.
- ❖ Adequate hostel facilities be provided to all the students.
- ❖ Transport facilities be provided to the students for off-campus training.
- ❖ The admission process for the post graduate programmes may be made uniform/ similar as being followed at various other institutes of National importance like IITs and NITs.
- ❖ Alumni association potential needs to be explored so as to create chair positions, establishment of endowments, provide financial support to needy students, etc.
- ❖ Establish an entrepreneurship development cell and career guidance / placement cell to guide and assist the out-going students.

5.3.6 Governance, Leadership and Management

- ❖ Strengthening of alumni association, and developing a visiting professor/adjunct professor scheme.
- ❖ Appointment of full time Registrar, Dean Student's Welfare, Controller of Examination, Director Physical Education.
- ❖ Efforts to get NABL accreditation for labs providing testing and analytical services.
- ❖ In the context of Deemed to be University Status Vision Document is to be revisited.
- ❖ Endowment Chair with the support of Industry/Philanthropists/Alumni may be revived.
- ❖ IQAC to be structured according to NAAC norms and involved in all quality related issues.
- ❖ Collaborations and MOUs to be increased specially with reference to other related institutions, industries and organizations.
- ❖ Formation and strengthening the Alumni Association and developing a database for the same.
- ❖ Endowment grants to be procured as a seed money to maintain autonomy and to overcome the financial constraints.
- ❖ Facilitating a functional IQAC system in the university.

- ❖ Evolving the University departments to secure UGC recognition status under the Special Assistance Program.
- ❖ Establishment of exclusive University Industry Interaction center as a statutory body with who listic consultancy norms with administrative and financial autonomy.
- ❖ To facilitate more number of department to become eligible for UGC-SAP status and for Centres of Excellence by National and international funding agencies.
- ❖ University level sophisticated instrumentation center with high-end equipments and trained personnel to work on a 24x7 time schedule catering to all the departments of the university.
- ❖ Rashtriya Sanskrit Sansthan, having active academic sway all over India be declared as International Sanskrit University on the lines of ? ??, ??? To begin with it should be made Statutory Central University.
- ❖ New Campuses of RSKS be opened in the remaining States of India especially in North East states (Seven sisters) where Sanskrit scholarship has deep roots.
- ❖ The facility of IT connections provided by MHRD to all Universities in India should be extended to all campuses of RSKS.
- ❖ To ensure parity with other Universities/institutions, the decision of Academic Council to implement UGC regulation / guidelines for award of Degrees need to be expedited.
- ❖ As an assistant registrar is managing for the examination section, a post of Controller of examination need to be created.
- ❖ A post of librarian need to be created.
- ❖ A perspective plan need to be developed.
- ❖ Immediate Appointment of full term Vice Chancellor and filling vacant teaching positions.
- ❖ The University may introduce mechanisms for periodic External Academic Audit for quality improvement.
- ❖ Decentralization of academic activities and more autonomy to departments are needed.
- ❖ The University may consider developing a fully residential campus.
- ❖ The University should prepare a document to articulate the concept of sustainability from varying perspectives.
- ❖ Vision Document of the university should be prepared.

- ❖ Conduct of regular academic audit by the external members.
- ❖ Maintain the error free data for all academic, administrative, research, extension activities, etc. AQAR and SSR should be error free.
- ❖ Full time officer for examination management.
- ❖ Environmental friendly campus to be developed by opting for solar power, rain water, harvesting system etc.
- ❖ Indian Institute of Foreign Trade has got the deemed university during May 2002. Since they have completed three years under the deemed university status, it is desirable to be a self study or an external experts study on its performance during the last three years. This is the basic need of the hour and they must address this issue immediately.
- ❖ The formation of the Planning & Monitoring Board may be done immediately as required by Section 3 of the UGC Act. This body will be able to provide the necessary strategic planning for the growth of the Institute and also will be able to provide a proper direction for the institute.
- ❖ The location benefit of the university being at the National Capital may be effectively utilized by starting a 'Centre of Learning Sanskrit' for Foreign Students.
- ❖ The university may approach various embassies and explore the possibility of starting off shorecentres of the university in various countries.
- ❖ Many faculty members are informally offering their expertise in the field of Vastushastra, Astrology, Karmakhand, and Paurohitya. This may formalized by furnishing policies and norms.
- ❖ The Alumni Association needs to be organized properly and activated to promote fruitful linkages and to involve it in the academic and developmental activities of the institution. There are possibilities to open Chapters of Jamia Hamdard Alumni Association in foreign countries.
- ❖ IQAC needs to be empowered and involved in decision making.
- ❖ Grievance redressal mechanism to be strengthened.
- ❖ Accreditation of all the labs and equipments be initiated.
- ❖ E-rickshaw facility be provided on the campus.
- ❖ Vice-Chancellor must residence on the campus.
- ❖ IQAC activities to e streamlined and be made accountable for all-round development of the University for creating quality consciousness, standards and bench mark.

- ❖ Initiate steps for optimal use of natural energy for the use of the Institutional requirements.
- ❖ Space and energy audit should be carried out with green campus infrastructure development.

5.4 PG Colleges

5.4.1 Curricular Aspects

- ❖ More job oriented and skill oriented short term courses may be introduced.
- ❖ The college needs more PG courses.
- ❖ Need based Certificate and Diploma Courses may be started.
- ❖ The college may introduce Post graduate and research programmes in the science departments.
- ❖ New programmes in Data Science, Information Science, Mass media and communication, Journalism may be introduced with the view of providing job opportunities for students.
- ❖ The quality of instruction in Arts and humanities disciplines needs to be upgraded.
- ❖ College needs to devise healthy 360 degree feedback programme with good data analysis for sustained quality improvements.
- ❖ Some value added courses may be introduced such as six sigma, etc.
- ❖ A formal feedback mechanism for faculty and staff members to be devised.
- ❖ Introduce Formal Feedback Mechanism from all the stake holders for introspection and growth.
- ❖ Extension programs and outreach activity with greater involvement in the sub-urban area of Delhi to be undertaken.
- ❖ Make generally popular subjects, both in Arts and Science, available to the students.
- ❖ Courses in Foreign language can add to strength.
- ❖ Market driven surveys/case studies need to be initiated.
- ❖ Diversification of academic activities into upcoming areas enrichment of curriculum to face the challenges posed by present society.

- ❖ Being girls institution, hygiene and human physiology course be made compulsory to all.
- ❖ Nomenclature of degree as “Home science” be changed to depict the course content and student achievement.
- ❖ Add-on courses be planned for curriculum enrichment in the future.
- ❖ Enrichment programs/bridge/ remedial courses may be started.
- ❖ Introduction of more inter disciplinary/multi disciplinary/innovative/job oriented professional courses.
- ❖ College should explore starting of UG courses in Science stream.
- ❖ Introduction of a full-fledged course on ethics and human values.
- ❖ Introduction of PG courses in selected strong departments and add-on and certificate courses in all other departments.
- ❖ Additional courses based on need analysis to be added like diploma in French / M.A. in English and Mass Communication.
- ❖ There is need to augment existing courses with skills enhancement, value added courses to make the students ready for employability and progression to further studies through promotion of scientific temper by imparting research methodology.
- ❖ Introduce Formal Feedback Mechanism from all the stake holders for introspection and development.
- ❖ More add-on credit courses, certificate courses/ diploma courses needs to be introduced.
- ❖ Introduction of a full fledged course on ethics and human values.
- ❖ Periodical updating of content in the syllabi.
- ❖ Offer at-least one add-on diploma/certificate course in every Department, wherever there is potential career relevance. The courses can be thrown open to any of the students, alumni and others.
- ❖ PG Diploma in Nanotechnology, a cutting edge inter-disciplinary area, be restored and strengthened as flagship programme of the institution.
- ❖ Institute can think of introducing evening executive MBA program.
- ❖ Short term value added courses in Event Management, Animation, Web design, Tally, Translation, Entrepreneurship may be introduced.
- ❖ Remedial courses and Bridge courses for slow learners may be conducted in organized manner.

- ❖ To introduce more Add-on courses such as Data Science etc. of contemporary value.
- ❖ Formal feedback mechanism to be established.
- ❖ Starting of value - added and career oriented courses.
- ❖ UG programme in psychology, information science and PG Programmes in English, Economics, History, Computer Science and Environmental Studies may be started.
- ❖ Job-oriented under graduate programmes need to be started.
- ❖ Feedback on course teachers to be taken from the students, analysed and action taken.
- ❖ Short Term courses on foreign languages need to be introduced.
- ❖ Introduction of more diversified and latest specialization at MBA and MCA courses in a phased manner.
- ❖ Introduce more subjects / combinations especially in Science and Fine Arts and start more PG Courses like MBA and Public Policy.
- ❖ Start short term/skill development Courses as add-on courses to make students employable.
- ❖ Additional courses based on core competency of commerce be introduced such as certificate, diploma and PG Diploma.
- ❖ The institution should focus on strengthening entrepreneurship and innovation skills for that it may introduce a certificate/diploma programmes.
- ❖ Offer some relevant add-on courses for curriculum enrichment.
- ❖ Initiate Computer Science UG program and some PG & UG Career Oriented Courses.
- ❖ College to introduce Post Graduate degree/diploma programs.
- ❖ College to popularise skill based certificate programs assessed by respective skill development councils.
- ❖ UGC sponsored add-on-courses shall be started in order to make students more employable.
- ❖ Postgraduate programmes and Research Centers may be thought of in the next phase of the college's development.
- ❖ Initiation of formal feedback mechanisms from all the stake holders for future planning and development.
- ❖ Start Honors and P.G. course in computer science to promote interdisciplinary research.

- ❖ To enhance the intake capacity of existing programmes.
- ❖ Make soft skill training programme integral part of teaching-learning process.
- ❖ Create a bigger basket of academic programmes to strengthen CBCS.
- ❖ The institution needs to enlarge the number of courses offered as well as increase the intake of students.
- ❖ Integrated dual degree courses can be introduced.
- ❖ MOOC courses must be encouraged to provide multiple choices to students.
- ❖ Master course in Journalism and Mass Communication may be introduced.
- ❖ More skill oriented short term courses may be offered.
- ❖ To start more PG and super specialty courses.
- ❖ Short term value added courses in Event Management, Yoga, Entrepreneurship, Geriatric care and Home Nursing, Food preservation, Dietetics may be started.
- ❖ Value added courses on great thinkers like Vivekananda may be thought of.
- ❖ Institute may initiate steps to strengthen the curriculum by value-added courses.
- ❖ The Add-on courses have to be formalised with the approval of affiliating University.
- ❖ Science Subjects Add on and Vocational courses may be introduced.

5.4.2 Teaching-Learning & Evaluation

- ❖ The vacant faculty positions need to be filled up with permanent incumbents.
- ❖ Appointment of Regular faculty.
- ❖ Encourage faculty to organize more National and International level Conference/ seminars.
- ❖ Young faculty be encouraged/ supported to pursue Ph. D programme.
- ❖ Qualified faculties be recruited.
- ❖ Faculty Development activity to be augmented.
- ❖ Teaching-learning aids to be updated.
- ❖ Teaching positions should be filled up with strong evidence of research contributions.

- ❖ Vacant teaching and non-teaching positions needs to be filled on priority.
- ❖ Authorities be convinced to fill up the vacant positions of the faculty of the college at the earliest and create new positions to meet the mandatory requirements as per the norms of the regulatory bodies.
- ❖ Training in the use of modern ICT to the non-teaching staff be arranged.
- ❖ Performance appraisal of both the teaching and non-teaching staff using (i) Self Appraisal (ii) Employer's Appraisal and (iii) User Appraisal be implemented at the earliest.
- ❖ Programme/Course specific outcomes be clearly stated and evaluated at the end of the programme.
- ❖ Encourage faculty to organize more National and International level Conference/ seminars.
- ❖ There is an urgent need to recruit qualified teachers on permanent basis.
- ❖ More teachers with Ph.Ds and research experience be motivated to apply for recognition as research guides, so that more Ph.D. scholars can join the college.
- ❖ Remedial teaching be better structured and strengthened. There can be extra-credit course of guided self-learning for advanced learners.
- ❖ More experienced Faculty having PhD/NET and industrial & business background needs to be recruited.
- ❖ Academic exchange programmes are to be encouraged.
- ❖ Posts of professors must be created in all departments as per all India pattern.
- ❖ Faculty to be oriented on Outcome Based Education (OBE).
- ❖ Faculty must upgrade themselves by registering into e-learning and digital programmes.
- ❖ Institution should take necessary steps to regularise the adhoc/temporary faculty.
- ❖ Teachers may be encouraged to attend conferences and seminars.
- ❖ Suitable measures need to taken to acquire the Ph.D qualification for all the teachers.
- ❖ Senior positions should be filled up with strong evidence of research contributions.
- ❖ The institution should also explore the possibility of academic mentorship to other institutions.

- ❖ Permanent faculty needs to be appointed in all departments filling the vacant sanctioned posts at the earliest.
- ❖ Arrangements may be made for regular structured evaluation of teachers by students and peers.
- ❖ To improve faculty strength by recruiting higher level faculty members.
- ❖ To take rapid and earnest measures to fill all the vacancies at various levels.
- ❖ Enormous adhoc teaching positions have to be made permanent to continue current programmes of the college.
- ❖ Use of ICT in the teaching process be improved.

5.4.3 Research, Consultancy & Extension / Research, Innovations and Extension

- ❖ Industry - Institution linkage to be strengthened for better placement opportunities and internship training.
- ❖ Consultancy expertise needs to be developed in various areas.
- ❖ Collaborations with reputed academic and research institutions to be initiated to promote quality research.
- ❖ Campus industry collaboration may be encouraged.
- ❖ College may develop more MOU's with reputed national and international institutions.
- ❖ Quality of research should be improved, Research Softwares such as MAT LAB., SPSS, SAS etc. may be acquired.
- ❖ Seed money and other assistance may be provided by management to enhance research.
- ❖ Consultancy and collaboration may be increased for resource generation.
- ❖ P.hd, M.Phil, Research Proposal and Research Papers should be presented in departmental level and institutional level research forum.
- ❖ Consultancy activities and research grants to be aggressively explored.
- ❖ Start in house research publication, to provide ample space to students and teachers to express their ideas and thoughts in a productive way.
- ❖ Tap the faculty potential more effectively to obtain more research grants.

- ❖ More collaboration with Industry and other organizations to provide more intern opportunities to the students.
- ❖ More incentives to be given to teachers for pursuing research, participating in conferences and seminars at international level.
- ❖ Collaboration with industry and industry sponsored projects should be undertaken.
- ❖ Qualified Faculty must submit more research projects for extramural funding.
- ❖ Develop more network with research laboratories in the country.
- ❖ Faculty members need to be encouraged to undertake research projects, consultancy and collaborations with industries, academic institutions and NGOs.
- ❖ Collaborative programme needs to be initiated.
- ❖ Enhance quality of research publication;
- ❖ Establish linkage with industry, collaboration and providing consultancy to mobilize resources;
- ❖ Establishment of linkages with industry and NGOs.
- ❖ Research centre to be established.
- ❖ International collaboration.
- ❖ Industry-Institution partnership cell to be strengthened with adequate manpower.
- ❖ Collaborations with reputed institutions be established for promoting excellence.
- ❖ Faculty be motivated to submit research projects to different funding agencies.
- ❖ More research projects should be undertaken.
- ❖ Linkages with industries be established.
- ❖ Research culture, seed money for research, motivating faculty to apply for research projects to funding agencies like UGC, ICSSR, ICHR etc. need attention.
- ❖ NSS and outreach programmes to be strengthened.
- ❖ Resource mobilization for outreach programme, modernization of labs should be attended to.
- ❖ Explore resource mobilization through MoU, institution- industry collaboration, NGOs etc.
- ❖ Establishing connectivity and providing industry exposure to students.

- ❖ Development of research attitude among faculty members and ensuring research fund mobilization.
- ❖ Consultancy projects be undertaken by the faculty for better industry-academia interface.
- ❖ Inter disciplinary approach helps in earning projects and required funds for promotion of research and development of state- of- the- art facilities in laboratories.
- ❖ Existing activities may be strengthened through collaboration and linkages and successful events initiated earlier through embassies and professional bodies should be taken further.
- ❖ All teachers be encouraged to carry out high quality research and publications.
- ❖ Adequate space and facilities to be provided to teachers.
- ❖ Adequate funds and space be provided to various students' societies and activities.
- ❖ Collaborations with industry and reputed institutions should be developed.
- ❖ Steps be taken to generate financial resources by the college.
- ❖ Extension programs and outreach activities with greater involvement in the suburban area of Delhi to be undertaken.
- ❖ Tap the faculty potential more effectively to obtain more research grants.
- ❖ There is a need to encourage quality publications in the international journals.
- ❖ Focus on research areas should be relevant to the national developmental concerns.
- ❖ The research focus under DBT-sponsored Star Department Scheme be as far as possible with interdisciplinary thrust, leading to inter-Department projects/ publications.
- ❖ Extension and outreach activities skill and enrichment be strengthened to improve the visibility of the college. Industrial/ NGO linkages and availing of their CSR support be explored. The internship and R&D exposure along with project work be given due emphasis.
- ❖ More focus must be given to Industry Academia linkages by inviting industry people regularly for MDP.
- ❖ Faculty be encouraged to publish quality research papers, taking Major and Minor Research Projects, attending and organising national and international conferences and seminars.
- ❖ More seminars and workshops may be organized on a regular basis.

- ❖ Faculty may be encouraged to take up externally funded research projects.
- ❖ Collaborative linkages with industries and research institutions may be established.
- ❖ Augment research ambience and research culture.
- ❖ Industry – Institution interface may be institutionalized.
- ❖ Faculty may be motivated to undertake major/ minor research projects.
- ❖ National and international conferences/ seminars must be organized frequently.
- ❖ Academic linkages with reputed educational institutions may be established.
- ❖ Institution should take necessary steps to raise funding for organising seminars, conferences and symposiums by obtaining funding from DST, DPT, CSIR, ICSSR, ICHR, etc.
- ❖ Emphasis needs to be given to good quality publication.
- ❖ Laboratories need to be strengthened.
- ❖ Seed money to be provided to the faculty to encourage young qualified teachers to do research.
- ❖ Research activity needs to be strengthened.
- ❖ MOUs with different Industrial houses and academic institutions need to be explored.
- ❖ NSS unit to be established to strengthen the community service program.
- ❖ Research advisory Board may be formed and Research activities may be strengthened by fetching more grants from various funding agencies.
- ❖ NSS official unit shall be applied.
- ❖ For extension a village may be adopted.
- ❖ Encourage teachers to pursue inter and multi disciplinary teaching and research; Research Committee be immediately constituted.
- ❖ Motivate faculty to apply for Major Research Projects from the UGC and other funding agencies.
- ❖ Collaborations with industrial organization is to be strengthened.
- ❖ The College must develop consultancy policies and faculty be encouraged to take up consultancy work.
- ❖ Consultancy projects be undertaken by the faculty for better industry-academia interface.

- ❖ Motivate faculty members to acquire research projects by National level funding agencies like UGC, DST, DBT, ICSSR and ICHR.
- ❖ Research culture needs to be initiated by getting recognition as Research Departments.
- ❖ Other resources for research funding may be identified to supplement research activity.
- ❖ Collaborations with neighboring industries, educational institutions etc. may be entered into at the earliest.
- ❖ English language lab may be established.
- ❖ Establishment of more linkages with industry, academic institution and corporate sectors.
- ❖ Strengthen structured consultancy with a well defined institutional policy.
- ❖ To expand and upgrade the lab facilities and also create advanced research laboratories.
- ❖ To promote industry institute interactions with effective collaborations through more operational MOUs outside the State as well, for creating new job avenues and synergy opportunities.
- ❖ Focus may be given to research through major and minor research projects.
- ❖ To have better physical infrastructure facilities at rural/urban health centres to improve community outreach services.
- ❖ Seminars and workshops may be organized on a regular basis.
- ❖ Faculty may be encouraged to take up externally funded research projects and to publish research papers and books.
- ❖ Encourage faculty to attend and convene more National level Conferences.
- ❖ Extension programs and outreach activity with greater involvement in the rural population.
- ❖ Tap the faculty potential more effectively to obtain sufficient research grants.
- ❖ More collaboration with Judiciary and other organizations to provide more intern opportunities to the students.
- ❖ Faculty may be motivated to undertake research projects from funding agencies.
- ❖ Establishing innovation, incubation centers to encourage students for entrepreneurship desirable.
- ❖ Collaboration with industry be entered into and consultancy services be offered.

5.4.4 Infrastructure and Learning Resources

- ❖ To acquire more space for proper functioning.
- ❖ Upgrade and modernize the laboratories.
- ❖ To set up language laboratories.
- ❖ Basic emergency medical facilities on campus need to be created.
- ❖ Auditorium is essentially required.
- ❖ Well-equipped central instrumentation facility be developed.
- ❖ Boys' Hostel, Girls' Hostel and Staff Quarters may be constructed.
- ❖ College may establish a commerce lab, Language lab to provide hands on skills to students.
- ❖ E-resources including e-courses are to be widely used by the faculty and students.
- ❖ Additional classroom, Auditorium and facilities for student activities are to be provided.
- ❖ Adequate waiting rooms, toilets for girls, boys and staff should be provided.
- ❖ Establishment of Language Lab needs priority.
- ❖ The Institute needs to subscribe more books in the Department of Law.
- ❖ Transport facilities and hostels for boys and girls may be made in phased manner.
- ❖ Sports facilities be further promoted.
- ❖ One Girl's Hostel and common support facilities to be enhanced.
- ❖ Upgradation of library and appointment of library staff, Maintenance of departmental library to be strengthened;
- ❖ More computers with internet & high speed facility for better networking.
- ❖ Spacious classrooms and state of the Art laboratories for its science & communication course.
- ❖ Essential softwares to be made available to students in the Library.
- ❖ Library resources be further augmented with more titles and e-resources.
- ❖ Appropriate accommodation for carrying out co-curricular and support activities be arranged.
- ❖ Sports and canteen facility should be improved.

- ❖ The college should strengthen computer lab in library and institute a language lab by adding another 200 computers.
- ❖ Library infrastructure with 30 computers for e-learning and e-resources is essential.
- ❖ Good reference books and encyclopedia, research journals of international standard should be procured.
- ❖ Expansion of Gym and a good auditorium need special attention.
- ❖ Office automation may be fully completed.
- ❖ Sports ground should be upgraded at the earliest.
- ❖ More protected drinking water facility should be provided.
- ❖ Girls hostel should be constructed and Auditorium and Library should be renovated at the earliest.
- ❖ Multimedia room, language Laboratory, up gradation of existing laboratories, and common computer facility, automation of office should be taken up.
- ❖ Hostel, moderate sized museum, and facilities for indoor games may be contemplated and executed.
- ❖ Library resources for all programs may be further strengthened.
- ❖ Complete office automation may be carried out.
- ❖ Language laboratory to be established.
- ❖ Classrooms and laboratories need to be refurbished to accommodate increasing number of students.
- ❖ Admissions to different programmes needs to be based on infrastructural facilities available in each department.
- ❖ Girls common room and boys common room facility needs to be provided.
- ❖ Library need to be modernised for access to e-contents from national portals.
- ❖ Language lab be established and the communication skill in English be improved specially among the students of weaker sections.
- ❖ The college with expansion of the campus and in its 50th year, may go for a long-term perspective plan and arrange to follow-up the same in a phased manner.
- ❖ Departmental libraries to be further developed.

- ❖ Language Laboratory to be established.
- ❖ Auditorium needs urgent structural improvement.
- ❖ The college shall make efforts to provide hostel facilities for both girls and boys.
- ❖ Infrastructure facilities shall be augmented by constructing few more Class Rooms, Auditorium, Gym and Indoor Sports facilities.
- ❖ Language lab has to be established to strengthen language skills including Foreign language.
- ❖ Space for Parking facility be provided.
- ❖ Library be strengthened with INFLIBNET and SOUL services and its budget to be increased.
- ❖ Language laboratory is to be started.
- ❖ Own Hostel facilities for boys and girls and crèche for women employees may be provided.
- ❖ Auditorium with a capacity of at least 500 students be constructed.
- ❖ Digitization of Library to be taken up on priority basis.
- ❖ Set up language laboratory to impart communication skills for better employability.
- ❖ Library Infrastructure, Gymnasium and Auditorium needs special attention.
- ❖ Instead of having just one common staff room, Department - wise staff rooms shall be arranged to improve teacher – student interactions.
- ❖ A proper playground, a large auditorium and a girls’ resting room with toilets need to be arranged on high priority basis.
- ❖ Steps shall be taken to avail grants for a UGC Sponsored Women’s Hostel in order to attract out-station candidates.
- ❖ Library space needs to be increased as per rising demands.
- ❖ Full automation of office and library needs to be completed.
- ❖ Set up language laboratory for imparting training in communication skills.
- ❖ Provide additional space and infrastructural facilities for all science laboratories.
- ❖ Provide more hostel accommodation for boys and girls.
- ❖ Strengthen sports facilities and emergency on-campus medical facilities.

- ❖ Strengthen Commerce Department with more infrastructural facilities and research journals.
- ❖ Hostel maintenance needs to be periodically reviewed.
- ❖ Strive for paperless institute by digitalization.
- ❖ To provide adequate accommodation facilities to students.
- ❖ To take measures to improve the security arrangements and proper lighting in the campus.
- ❖ To initiate steps to have state of art auditorium in the campus.
- ❖ To establish 'state of art' imaging facilities.
- ❖ Maintenance of the buildings, hygienic conditions of the wash rooms, and canteen may be attended to
- ❖ Department of Food Technology may be housed in a separate wing with improved lab facilities.
- ❖ More Vehicle parking and sports facilities has to be created.
- ❖ Vehicle parking stations, Harnessing solar power and setting up of language laboratory have to be taken as mandatory measures.
- ❖ Indoor sports facilities and Laboratories need to be strengthened.

5.4.5 Student Support and Progression

- ❖ Indoor sports facilities needs strengthening.
- ❖ Alumni Association to be more actively involved in the college activities and the same be registered.
- ❖ Outdoor sports facility should be enhanced.
- ❖ Inter-disciplinary projects between MBA and MCA may be proposed for students.
- ❖ Number of industrial visits may be increased.
- ❖ Number of live projects may be increased.
- ❖ Emphasis on soft skill development of the students and add on job oriented courses to enhance employability to be initiated.
- ❖ Girls and Boys hostels to be planned and additional space be augmented.
- ❖ Sports and Games ground equipment needs immediate attention.

- ❖ Build vibrant industrial interface to enhance apprenticeship opportunities for students.
- ❖ Hostel facilities may be extended to desirous students.
- ❖ Responsibility be assigned to a dedicated senior faculty member to strengthen alumni network.
- ❖ To inculcate writing habits among students, in-house student magazine may be started.
- ❖ Activities of career counseling and guidance cell, placement cell to be strengthened.
- ❖ Special care to be taken to improve Mathematical skills of students.
- ❖ Effective participation of Alumni for institutional development.
- ❖ Establishment of entrepreneurial cell.
- ❖ Training in soft skills be provided to all the students.
- ❖ The students support services especially soft skills including spoken English skill be further strengthened.
- ❖ Improvement in quality of Placement & Summer training.
- ❖ Placement Cell and coaching centre for competitive exams need to be more effective.
- ❖ Sensitization of students to real world situation and organizing internships with the employment sector.
- ❖ Establishment of strong career counseling center and strengthening of placement cell activities.
- ❖ The institution should focus on strengthening entrepreneurship and innovation skills for that it may introduce a certificate/ diploma programmes in insurance, marketing and HR.
- ❖ Educational tours and industrial visit should be organized regularly.
- ❖ Career guidance and placement cell needs to be strengthened.
- ❖ Earn while you learn programme through exhibition of talent and entrepreneurship should be promoted in order to achieve social equity.
- ❖ Incubation centre for promotion of entrepreneurship may be developed.
- ❖ Remedial mechanism be strengthened.

- ❖ Guidance & Counselling Cell be formed.
- ❖ Build vibrant industrial interface to enhance apprenticeship opportunities for students.
- ❖ Sensitization of the students to the real world situation and organizing internship with the employment sector.
- ❖ Establishment of strong career counseling cell.
- ❖ Introduce courses for Development of entrepreneurship skills and Soft Skills.
- ❖ There is an urgent need for a sound mechanism for the mentoring, counselling and placements for students.
- ❖ The skill enrichment be given the due emphasis through outsourcing expertise from corporate sector and other agencies.
- ❖ Student Support Services be strengthened particularly in career guidance and counseling, and placement.
- ❖ Gym instructor must be there to help the students.
- ❖ More skill based add on courses be introduced to enhance the employ ability and entrepreneur capacity of students.
- ❖ Alumni network be strengthened and alumni association be registered.
- ❖ Students should be encouraged to take part in decision making process of the institute.
- ❖ Student progression to various professions to be well documented.
- ❖ Placement cell to be strengthened.
- ❖ Guidance centre to be set-up for preparing students for competitive examinations.
- ❖ Career counseling activity to be strengthened.
- ❖ Placement / campus interviews may be strengthened further.
- ❖ Establishment of entrepreneur development cell and ear marking funds for women development activities.
- ❖ Coaching for competitive exams shall be conducted.
- ❖ The sports activities for girl students to be improved.
- ❖ Career development and placement cell need to be strengthened.
- ❖ Alumni association may be registered and more active.
- ❖ To boost starts up and establishing incubation center.

- ❖ Sports activities to be strengthened and needs attention.
- ❖ Career counselling cell to be established.
- ❖ Alumni should be made effective in functioning of the institution.
- ❖ Learner centric innovation framework and learner centric extra-curricular activities be encouraged.
- ❖ Students be provided career counselling facilities to strengthen their vision about the future.
- ❖ Strengthen placement activities by providing coaching for competitive examinations.
- ❖ Strengthen placement services by increasing the number of internships through institution- industry linkage formalised through MoUs.
- ❖ Placement cell may be strengthened.
- ❖ Counselling cell be established.
- ❖ Impart coaching for competitive examinations and soft skills to augment employability.
- ❖ To harness the Alumni contribution for mobilizing financial and other resources.
- ❖ Internship with Industry linkages may be enhanced.
- ❖ To establish proper 'out-door' sports facilities.
- ❖ Coaching for NET and other competitive examinations may be conducted.
- ❖ Take measures to develop communication and soft skills of students.
- ❖ Generate more resources through Alumni.
- ❖ Facilities for different- abled persons have to enriched.
- ❖ Personality Development programmes be enhanced and training for Competitive examinations be conducted.
- ❖ A Registered Alumni Association, which has a good potential to help the college, is suggested.

5.4.6 Governance, Leadership and Management

- ❖ To formulate and implement a long range perspective plan for the college.
- ❖ Immediate measures to be undertaken by the college management to induct more permanent faculty in all departments.
- ❖ College needs to set up a full-fledged IQAC.

- ❖ Synergy needs to be built up between the college management and its administration to foster better prospects for the college.
- ❖ The college should try to enhance its brand name.
- ❖ Attempt for academic and administrative autonomy by obtaining autonomous status.
- ❖ IQAC should be finalized and make it vibrant by following the NAAC guidelines.
- ❖ IQAC need to be made more pro-active and Alumni Association may be registered and made functional.
- ❖ Efforts should be made to generate funds from funding agencies.
- ❖ Conduct periodic Academic and Administrative Audit (AAA) by external members.
- ❖ Strengthen neighborhood network.
- ❖ Setting up of UGC sponsored Women Studies Centre and other Centre may be given due thought by the management.
- ❖ Autonomous status be attained at the earliest to ensure academic enrichment and flexibility;
- ❖ Institution visibility needs to be increased;
- ❖ Governance structure to be stream lined and financial management be strengthened;
- ❖ Students/Faculty exchange programme within and abroad to be encouraged.
- ❖ Long term perspective plan to be prepared.
- ❖ A Strategic plan be designed for future development of the institution.
- ❖ More practical exposure be given.
- ❖ IQAC needs to be more vibrant with necessary infrastructure.
- ❖ IQAC to be made more vigorous and focused.
- ❖ Security measures in route to the Institution can be taken care with the help of local authorities.
- ❖ More number of foreign languages and cultural exchange program may be introduced.
- ❖ It is time to request for those programs from the university which are a blend of the conventional and the technical, to ensure multi-tasking capabilities.
- ❖ Various UGC schemes may be explored, bearing in mind the professional needs of the students, to start centers developed facilities, introduce initiatives like UGC sponsored career promotion, remedial, and coaching centers.

- ❖ Since the college has achieved its golden jubilee, perspective planning and deployment may be implemented in order to retain the distinct identity already achieved.
- ❖ A strategic plan for overall institutional development/upgradation of infrastructural facilities for the next ten years needs to be designed.
- ❖ Academic and Administrative Audit be arranged.
- ❖ Statutory Management Committees should be more involved and to meet regularly.
- ❖ The college may explore the possibility of getting autonomous status which would enable several academic innovations.
- ❖ Academic and Administrative Audit (AAA) be got done in-between two cycles of NAAC accreditation (maybe at the end of 3rd Year) as a mid-term appraisal of the institutional progress.
- ❖ Medical and healthcare facilities be introduced with quality doctor and nurse.
- ❖ ERP must be introduced for better governance of administrative and academic functions.
- ❖ Existing Entrepreneurship Development Cell should be upgraded to Entrepreneurship Development Center for enterprise and business creation in future.
- ❖ As part of forth coming Golden Jubilee Celebrations, activities like Endowment Lectures, development of infrastructural support be undertaken.
- ❖ Formal feedback mechanism and self appraisal of teachers may be initiated.
- ❖ Centralised instrumentation facility to be set up.
- ❖ Initiate Academic Administrative Audit on a regular basis.
- ❖ The centre for competitive and allied examinations may be started.
- ❖ Institute may initiate the process of getting the UGC recognition under Section 2(f) & 12(b) of UGC.
- ❖ Institute may try for Academic Autonomy.
- ❖ Welfare measures may be enhanced for staff and students.
- ❖ Institute may try to get permanent affiliation.
- ❖ University research center may be applied.
- ❖ Yoga center to be established and more activities to be undertaken to reduce stress and improve concentration.

- ❖ Prospective plan of the Institute may be developed.
- ❖ Management needs to explore for possibilities of developing multi campuses to offer wide range of courses for which it is acclaimed as a premier institution.
- ❖ Formulate long range perspective plan document with phase-wise targets.
- ❖ Make IQAC more vibrant towards academic audit and quality enhancement.
- ❖ Explore possibilities of larger campus adjoining existing one or at a different location in NCR to provide additional facilities.
- ❖ Strengthen the functioning of IQAC as per the guidelines of NAAC.
- ❖ Vacant teaching and Non-teaching posts to be filled immediately.
- ❖ Feasibility of launching a satellite campus may be explored to overcome space crunch.
- ❖ Green and academic audit of the institution may be arranged periodically.
- ❖ Alumni/Parent –teacher association activities may be strengthened and registered.
- ❖ Formulate a long range perspective plan document for phase wise implementation.
- ❖ Strive for a women’s study centre to empower women.
- ❖ Attempt to acquire autonomous status.
- ❖ Prepare a vision plan for next decade.
- ❖ To initiate steps to tackle the problem of dual administration by vesting the overall leadership with the Principal to ensure excellence in medical education and health care.
- ❖ UCMS may explore to have its own hospital facility, as in case of BHU & AMU.
- ❖ Institute should strive to get funded projects from national and international funding agencies.

5.5 UG Colleges

5.5.1 Curricular Aspects

- ❖ Short term courses on ‘Guest –House Management,’ Interior Decoration,’ etc. be organized on a continuous basis as a help to the neighborhood.
- ❖ EDP/MDP may be explored using the present infrastructure for industry personnel.
- ❖ Curriculum to be updated in every four years.
- ❖ Skill based Add on programs to be started for the placement in diverse service industries.

- ❖ To initiate value added Certificate/ Diploma programmes.
- ❖ Integrate the existing departments/centres in a meaningful way with appropriate plans to promote graduate programs with inter-disciplinary and cross disciplinary/trans disciplinary perspectives.
- ❖ Introduction of more need based UG & PG programmes.
- ❖ Value added certificate and diploma courses be started on self-financed basis.
- ❖ Introduction of more inter-disciplinary, multi-disciplinary, innovative and job oriented professional courses.
- ❖ Systematic feedback mechanism to be created.
- ❖ PG and research programmes to be started.
- ❖ More number of need based UG Courses in Computer Science and Management may be opened.
- ❖ PG courses in Commerce, Management and Economics may be planned for future.
- ❖ Add on courses be planned for curriculum enrichment.
- ❖ Start Certificate and Diploma courses in Investment Analysis, Portfolio Management, Tally, Foreign languages, etc.
- ❖ Introduce value added/add-on/bridge courses;
- ❖ Efforts may be made to introduce more UG level courses like Economics, Foreign Languages, Microbiology, Zoology, Botany, Bio-Technology and Social Work.
- ❖ New PG programmes may be initiated as per Delhi University rules and regulation.
- ❖ Short term career oriented/add on courses of various durations may be organised for value addition and skill enhancement.
- ❖ Commence PG courses in the area of Management, Education and Journalism in a phased manner.
- ❖ Implementation of CBCS in letter and spirit.
- ❖ Introduce more need based, customized, relevant, interdisciplinary honours programs for optimal utilization of infrastructure.
- ❖ Introduce PG courses which have market potentials and Job orientation.
- ❖ The college may go for more UGC funded Job related, Market oriented, Career oriented Add on certificate/ Diploma courses as a part of dual education system.

- ❖ The college may think of starting Value Added courses on Disaster Management, Stress Management, Time Management, Health Hazards and Ecology.
- ❖ Introduction of entrepreneurship and skill Development programme.
- ❖ Efforts to start Post Graduate programmes need to be undertaken.
- ❖ Courses related to Early childhood development and management, psychological development may be planned and initiated.
- ❖ Need based job-oriented short term courses as well as new under-graduate and postgraduate courses should be started.
- ❖ PG programs in Engineering to be established.
- ❖ Skill development courses have to be developed and offered as Bridge Courses.
- ❖ Feedback should be should be taken from all stakeholders including parents, alumni and industry.
- ❖ Start a few more Science courses (without duplicating the courses offered in the parent institution)
- ❖ Analysis of feedback mechanism on curriculum and teaching need to be initiated.
- ❖ Add-on courses may be introduced on vital areas of specialization.
- ❖ Short term value added courses in Yoga, Photography, Tourism, Entrepreneurship and compering may be started.
- ❖ New Degree courses in mass communication Theatre Arts may be thought of.
- ❖ College should take steps to start Post graduate programmes in niche areas of Applied Sciences.
- ❖ Feedback from students and other stakeholders should be made more objective and comprehensive.
- ❖ Some more add-on courses may be started.
- ❖ More focus on guest lectures of resource persons from neighbouring Universities and industry.
- ❖ Industry need based updation of curriculum.
- ❖ Initiation of formal feedback mechanisms from all the stake holders for future planning and development.
- ❖ Demand driven and job orientation courses be introduced.

- ❖ Need based job-oriented short term courses as well as new graduate and post graduate courses may be started.

5.5.2 Teaching-Learning & Evaluation

- ❖ Qualified/eligible faculty members to be promoted from Assistant Professor to Associate Professor.
- ❖ Crossover learning, Active learning, Computational thinking and Enquiry based learning be introduced.
- ❖ Innovative teaching learning techniques specially in the form of moving from objects to project based learning be introduced.
- ❖ Existing vacant faculty positions to be filled up on priority.
- ❖ Appropriate technologies for activity oriented and participatory learning methods may be adopted.
- ❖ The vacant teaching and non teaching positions may be filled up on priority.
- ❖ Fully qualified and experienced faculty be recruited as per UGC norms.
- ❖ Qualified staff as per norms be appointed.
- ❖ Teachers should be sent for Refresher courses and Orientation programmes;
- ❖ Paid maternity leave to be given as per regulations;
- ❖ Vacant positions of faculty and staff may be filled in as soon as possible.
- ❖ Use of online resources, further innovations in teaching and learning and experiential learning be promoted.
- ❖ High quality faculty induction, nurturing, promotion and retention at all levels.
- ❖ Senior faculty in B.Ed. programme need to be appointed.
- ❖ Drive to recruit senior and qualified faculties to improve cadre ratio.
- ❖ Enhance faculty and student internship with industry.
- ❖ Teaching-learning be strengthened by inviting 'Adjunct Faculty', 'Visiting Professors' and 'Visiting Fellow' from research organizations/industries.
- ❖ Faculty members be trained to make extensive use of on-line Resources and Open Source Education for enriching teaching and learning.
- ❖ Periodic video recording of lectures and labs be ensured.

- ❖ Take steps to get the vacant staff positions filled as early as possible.
- ❖ Training on revised curriculum be given mandatorily to all faculty members.
- ❖ More staff development programmes be organized.
- ❖ Scope for undertaking innovations in teaching learning and research may be explored.
- ❖ Intake capacity in the existing programmes may be increased for the optimum utilization of the available infrastructure resources.
- ❖ Teaching and learning be strengthen by initiating adjunct - faculty and visiting faculty professional of National and International repute.
- ❖ Mentor-Mentee system be institutionalized.
- ❖ Needs of the advanced learners be properly responded to.
- ❖ Smart classroom to be initiated.
- ❖ Recruit and retain senior level faculty.
- ❖ ICT enabled teaching methodology to be introduced. Teachers to be trained in use of ICT.

5.5.3 Research, Consultancy & Extension / Research, Innovations and Extension

- ❖ A research committee to promote research and consultancy may be constituted with a minimum of 2% of the annual budget earmarked for it and also incentives may be given for national and international publications of the faculty.
- ❖ Funds to be mobilized for Research projects by applying to the funding agencies like AICTE, ICSSR.
- ❖ Students to be involved in the publication of student periodical magazines.
- ❖ To motivate faculty to pursue serious research work.
- ❖ To apply for collaborative projects with external funding.
- ❖ To effect MoUs with international/national institutes of repute.
- ❖ More number of seminars and conferences to be organized.
- ❖ Faculty to publish more papers in reputed journals with high impact factor.

- ❖ Resource generation through structured consultancy be initiated and implemented.
- ❖ All eligible departments be encouraged to avail support from various agencies and faculty be encouraged to submit research projects to various government funding agencies.
- ❖ Faculty be encouraged to publish research papers in National and International journals of repute.
- ❖ Faculty members be encouraged to apply for more major and minor research grants.
- ❖ Collaborations with industry and reputed institutions should be developed/strengthened.
- ❖ Faculty may be motivated to submit research projects to different funding agencies and engage in consultancy work for mobilization of funds.
- ❖ Best research award for promoting quality research work needs to be established.
- ❖ MOUs with other institutions.
- ❖ Research culture needs strengthening.
- ❖ Science Foundation maybe set up to promote inter-disciplinary research culture.
- ❖ A Research Centre may be set up.
- ❖ The college may explore collaboration with industries, NGOs, prestigious Higher Education Institutions and Research Centers.
- ❖ Collaborations with industry and reputed institutions be further strengthened.
- ❖ Teachers be encouraged to apply for external funding to undertake major research projects.
- ❖ Research methodology workshops be organized on a regular basis.
- ❖ Faculty to publish more books with ISBN number and articles in peer reviewed journals.
- ❖ Initiate NSS and involve students in activities towards institutional social responsibility.
- ❖ Teachers be encouraged to write books and chapters in books and incentives be provided by the management.
- ❖ More team work in publication and research be developed.
- ❖ More systematic efforts are needed to develop research culture and research output.
- ❖ Formal collaborations and MOUs need to be established for faculty development and research.

- ❖ Organising national level, high profile seminars and conferences because of location advantage.
- ❖ Research activities to be strengthened and research culture to be inculcated among faculty: good referred Indian and International Journals may be subscribed to.
- ❖ Steps may be initiated to start units of NSS/YRC etc.
- ❖ Efforts for resource mobilisation from State/Central governments, industries and other agencies like UGC, ICSSR be strengthened.
- ❖ Faculty members should be encouraged to apply and undertake Major and Minor Research Projects funded by UGC, Industries, NGOs, etc.
- ❖ Efforts be made to start units of NSS and NCC.
- ❖ Collaboration with industries, academic and research centres, professional bodies and NGOs be initiated for quality enhancement and capacity building.
- ❖ Improve quality and quantity of research.
- ❖ Consultancy and industrial interactions in the areas of core-competency of faculty needs to be augmented.
- ❖ Faculty members need to collaborate with other research institutions/University.
- ❖ Need for more community oriented and neighborhood network with the help of active and organized social work.
- ❖ Efforts should be made to improve the quality and quantity of research.
- ❖ MOUs can be signed with neighboring industries, research institutions and other educational institutes of high repute.
- ❖ Faculty members are to be encouraged to submit research proposals to various Government research organization/ public and private sectors to receive and promote research activities in the departments.
- ❖ Involve faculty in funded research and consultancy and they should apply for well known funding agencies at the center and state such as DST, DBT and MOEF, etc.
- ❖ Academic mentoring to enhance quality research in journals and patents.
- ❖ R & D facilities need to be enhanced and promoted.
- ❖ Publications of faculty be standardized and more publications be made in higher impact factor journals.
- ❖ Critical thinking, analytical skills and out of the box thinking be provided.

- ❖ A corpus may be formed to provide seed money with a view to motivate faculty into good research.
- ❖ Research culture be created by forming research committee and undertaking action research and minor / major research projects.
- ❖ Faculty be encouraged to publish research work as well as attempt innovations.
- ❖ Academic collaboration with external agencies be established.
- ❖ Laboratories be upgraded and modernized.
- ❖ Various schemes of UGC and other external funding agencies may be explored.
- ❖ Thrust areas for research be identified by the College in each department.
- ❖ To establish more linkages with industry, academic institution and corporate sectors.
- ❖ Inculcate the research culture with faculty members and motivate to publish more research publications in peer reviewed journals.
- ❖ Academia Industry linkage to be strengthened.

5.5.4 Infrastructure and Learning Resources

- ❖ Provision for books and journals be increased to at least 4% of the total budget per annum.
- ❖ Library to be strengthened.
- ❖ College needs to have language and business labs, hostel facilities and staff quarters.
- ❖ Needs to increase the bus routes for the college transport.
- ❖ Placement Cell needs to be set up formally.
- ❖ ICT enabled teaching needs to be strengthened.
- ❖ Hostel facilities be made available and other support services such as transport, canteen, sports/ gym facilities to be strengthened and coaches may be deployed.
- ❖ Soft and communication skills programmes be provided to all students and a good English language lab be setup.
- ❖ Library resources for all programs may be further strengthened.
- ❖ Anti Sexual Harassment Cell may be made more visible for benefit of the stakeholders.
- ❖ New Infrastructure be developed to provide adequate space for teaching and research.
- ❖ Language Laboratory needs to be established.

- ❖ A language lab and more smart class rooms may be set up.
- ❖ Library Advisory Committee may be constituted.
- ❖ Better facilities for sports and games may be provided including gym and indoor stadium.
- ❖ Library resources including space be further augmented.
- ❖ Outdoor sports facilities with playground be provided and physical education officer be appointed.
- ❖ Auditorium with capacity of about 300-400 students be established.
- ❖ Library facilities need to be augmented in terms of increase in space and number of reference books and journals.
- ❖ Facilities be provided for outdoor games by providing dedicated sports grounds.
- ❖ All classrooms need additional minimum one air conditioner to the existing two.
- ❖ An auditorium with a capacity of at least 400 be explored.
- ❖ Proper canteen facilities be provided forthwith.
- ❖ Medical room with reasonably good facilities be created.
- ❖ Efforts to increase physical open space;
- ❖ Upgradation of A/V equipments in Media lab and renovation of TV studio;
- ❖ Procurement of more computer systems;
- ❖ Business Labs should be established;
- ❖ Establishment of anti-sexual harassment cell and women centric amenities like sanitary pad vending machines and incinerator;
- ❖ Well structured Consultancy wing and Entrepreneurship Development cell may be developed.
- ❖ New and additional hostel facility for boys and girls.
- ❖ College needs own playground to provide opportunities in outdoor Sports and Games.
- ❖ More UG and PG courses in the existing subjects may be introduced in a phased manner after creation of additional infrastructure and other facilities.
- ❖ Land area to be increased to provide more facilities for games, sports and extra-curricular activities.
- ❖ Establish health facilities.

- ❖ The centre for Women Development may be started to create self awareness and overall development of the girls students.
- ❖ More number of class rooms be equipped with in built speaker system, White boards and LCD projectors to match with today's emerging needs.
- ❖ Language related studies with the help of language labs could be provided on campus.
- ❖ Proper reading rooms, e-library with all the facilities need to be established in the college library.
- ❖ Establishment of incubation and innovation centre with industry collaboration.
- ❖ Smart class rooms, atleast one in each department must be created.
- ❖ Apt indoor and outdoor sports facility including Gym should be created.
- ❖ Internet facility should be enhanced.
- ❖ Transportation facility from nearby Metro/ Bus stop may be provided.
- ❖ Should explore making use of MOOCs (Massive Online Open Courseware).
- ❖ English language lab be established to enhance English communication skills amidst vernacular students.
- ❖ Enhance physical infrastructure on a priority basis.
- ❖ Improve library facilities by adding more books and research journals.
- ❖ Put up hostels, for nearly 50% of the college students are from other states.
- ❖ Classroom facilities be upgraded and enriched.
- ❖ Library be fully automated and purchase policy be streamlined.
- ❖ Auditorium, Commerce Lab, Language Lab to be set up.
- ❖ College may provide local transport facility to students.
- ❖ Steps to be taken for creation outdoor sports facility and health Centre with appropriate human resource.
- ❖ More books/ titles/ database, research journals, e-journals, and study materials should be procured.
- ❖ Facilities for the differently abled students may be provided.
- ❖ Commerce lab may be established on a priority basis.
- ❖ An MIS be suitably designed.

- ❖ Establishment of incubation centre with industry collaboration in a much focused way.
- ❖ Canteen and indoor sports facilities to be upgraded.
- ❖ Library need to be upgraded, automated and digitalized.

5.5.5 Student Support and Progression

- ❖ Alumni association be registered and may function effectively.
- ❖ Separate fund for scholarship be created and steps be initiated for helping the needy students.
- ❖ More industry visits by students and faculty may be arranged.
- ❖ Need based remedial programmes be initiated.
- ❖ Starting of NSS /NCC units may be explored.
- ❖ Students clubs to be strengthened.
- ❖ Technology Business Incubation Center to be strengthened further to promote entrepreneurship start ups.
- ❖ Full-fledged counselling and placement services to be developed for students community.
- ❖ Placement & Career guidance activities be strengthened by better institution industry tie ups.
- ❖ Scientific temper/critical thinking be developed amidst students.
- ❖ Placement/ Guidance Cell may be strengthened for guidance and placement of students.
- ❖ Proper grooming/additional support need to be provided to students coming from humble backgrounds/ slow learners.
- ❖ Linkages/relationships need to be developed/ maintained with alumnus more effectively.
- ❖ Counselling services to be strengthened and students mentoring strategies to be created.
- ❖ Further emphasis may be given on skill development of students.
- ❖ Placement/ Guidance Cell be strengthened for guidance and placement of students.
- ❖ Training in soft skills be provided to all the students.
- ❖ Alumni Association be registered and adequate representation to alumni be given on the executive.

- ❖ More efforts may be made for career guidance and placement.
- ❖ Effective participation of Alumni for institutional development.
- ❖ Coaching for competitive exams on regular basis may be commenced.
- ❖ Systemic, formalised conduct of remedial courses for slow learners.
- ❖ Increase institution - Industry linkage and secure more placement opportunities for students.
- ❖ Use of B.Ed. Language Lab may be extended to the students of BBA & BJMC.
- ❖ Language proficiency, soft-skill development and other add-on courses be offered to all the students to enhance their employability.
- ❖ Actively promote the role of Alumni in planning, placement, research and development.
- ❖ Facilitate student success in national level competitive examinations.
- ❖ Augment hostel facilities for students especially for under privileged class.
- ❖ Strengthening the tie-up with neighboring Banks, Industrial Houses, NGO's for summer Placements, Project work.
- ❖ Training programmes for developing overall Personality including communication skills need to be organized and conducted on regular basis.
- ❖ Career and employment counseling need to be formalized.
- ❖ Sports facilities, sports talent among the students need to be harnessed completely for better utilization/performance.
- ❖ Group insurance schemes may be extended to students.
- ❖ Student centre should be built for co- and extra- curricular activities.
- ❖ Alumni interaction to be enriched.
- ❖ College may initiate more Add-on Courses for skill and personality development of students.
- ❖ Peer tutoring to be strengthened.
- ❖ Coaching for NET and other competitive examinations may be conducted.
- ❖ Internship for students with relevant industry for better understanding of the practical knowledge and creating entrepreneurship awareness.
- ❖ Career counseling and student mentoring needs strengthening.
- ❖ Training and placement cell should be made effective.

- ❖ Alumni Relations office to be set up for better networking and institutional support.
- ❖ Placement and capacity building activities be enhanced by strengthening industry college interaction.
- ❖ Training and guidance centre for competitive exam should be established with the help of UGC.
- ❖ Students participation in various Committees may be strengthened.
- ❖ Placement cell be strengthened.
- ❖ Earn while learn scheme be introduced.
- ❖ Strengthening placement opportunities for students.

5.5.6 Governance, Leadership and Management

- ❖ The Governing Body may meet more frequently-at least quarterly once.
- ❖ For better administration, the post of Vice-Principal may be explored.
- ❖ Group accident insurance scheme for students and staff may be initiated.
- ❖ While appreciating the adoption & implementation of 6th pay commission scales, steps may now be initiated to extend other facilities like Provident fund, etc to all members of staff.
- ❖ Efforts to be taken to get 12 b and 2f status from UGC.
- ❖ Bio metric system to be extended to students.
- ❖ Sanctioned posts to be filled up.
- ❖ More seats may be sanctioned.
- ❖ Non local quota to be increased.
- ❖ Systematic documentation to be done.
- ❖ In-house store to be remodeled with updated practices.
- ❖ Steps be initiated for adopting uniform nomenclature consistent with one used in the country with special emphasis on equivalence of courses for removal of uncertainties in employability and progression of student community.
- ❖ Perspective plan for future to be created with a roadmap and strategies for development.
- ❖ Academic and Administrative audit be carried out with inclusion of external experts.
- ❖ A perspective plan with Short and long term objectives be developed.
- ❖ College may arrange training programmes in the use of computers to the Nonteaching staff.

- ❖ A strategic plan for institutional development for the next ten years may be designed.
- ❖ Inter-departmental linkages to be further strengthened.
- ❖ Best Reader Award for Faculty and students to be awarded.
- ❖ IQAC to be made functional to enforce quality measures.
- ❖ Training programs for computer literacy may be initiated.
- ❖ Blood grouping of students and staff be done and mentioned on the Identity Cards.
- ❖ Group Accident Insurance scheme for all students and staff be introduced.
- ❖ Summer vacations should be given to teachers;
- ❖ A long-term perspective plan envisioning the vision for coming 20 years may be formulated.
- ❖ Institution may go for autonomous status.
- ❖ Refining the perspective plan for the future expansion and growth with an executable action plan.
- ❖ ERP system should be fully integrated and implemented.
- ❖ More practical exposure to faculty and students.
- ❖ Improve alumni network and develop a proper website to enhance connectivity among alumni of different vintages.
- ❖ Institution should apply for autonomous status to help grow.
- ❖ Management may constitute mechanism for awarding good teachers and researchers.
- ❖ Each department to identify a couple of thrust areas and develop them.
- ❖ Conduct Academic Audit periodically and IQAC to coordinate this exercise.
- ❖ Welfare programmes for faculty and students may be initiated.
- ❖ Build up strong institution industry interface.
- ❖ Students exchange program with Universities in India and abroad to be initiated.
- ❖ A long-range vision document for the next decade may be prepared and submitted to Govt. for approval.
- ❖ Alumni and other stakeholders network need to be strengthened.
- ❖ Integration of ERP system to be hastened.
- ❖ A strategic perspective plan / Road map for the academic development may be formulated.

5.6 Education Colleges

5.6.1 Curricular Aspects

- ❖ Formal mechanism for receiving and processing feedback from stakeholders for quality enhancement be developed.
- ❖ Consider starting M.Ed. programme as well as some short term career oriented, skill enhancing certificate courses.
- ❖ M.Ed. and other value added courses to be introduced.
- ❖ Offer short term in-service training programmes for school teachers.
- ❖ M.Ed and research programmes be started after meeting infrastructural requirements.
- ❖ Soft skill and Life skill programmes need be introduced as short term courses.

5.6.2 Teaching-Learning & Evaluation

- ❖ Effective use of ICT in developing teaching & learning soft material need to be strengthened.
- ❖ Conduct of remedial courses to be made systematic and formal in order to make it result oriented.
- ❖ Staff development programs for non- teaching staff may be conducted on regular basis.
- ❖ Teachers to be encouraged to participate in national level seminars/conferences/workshops.
- ❖ Additional staff for spoken english, physical education, fine arts need to be appointed.
- ❖ Promote more innovative teaching practices by stepping outside the confines of a centralized and top down syllabus.
- ❖ Promote wider and more effective use of ICT tools and techniques, especially in the teaching-learning process.
- ❖ Faculty development programmes on current topics in Teaching, Learning and evaluation may be organized.

5.6.3 Research, Consultancy & Extension / Research, Innovations and Extension

- ❖ Collaborations be established for research and teaching with institutes of repute in the country.

- ❖ Teachers be encouraged to publish their work in international journals of repute.
- ❖ College may consider bringing a research journal of its own
- ❖ Research culture be strengthened by undertaking minor and major research projects by getting funding from different agencies.
- ❖ Faculty to be motivated to publish articles and research papers in National & International Journals.
- ❖ Extension activities in collaboration with NGO be planned.
- ❖ Research activities may be strengthened and research culture to be inculcated among faculty.
- ❖ Faculty needs to develop expertise for providing consultancy services.
- ❖ Promotion of inter-disciplinary teaching and research and organizing more seminars / workshops / conferences, etc.
- ❖ Academic collaboration with external agencies to be established.
- ❖ Research culture needs to be developed.
- ❖ Collaboration and networking with other institutions and NGOs may be strengthened and utilized effectively.
- ❖ Extension activities with community partnership need to be strengthened.
- ❖ Promote research culture and provide seed money.
- ❖ Establish stronger links with institutions of higher learning at different levels, both at the state and national levels.
- ❖ Promote research projects at the level of individual staff as well as the institution.
- ❖ Consultancy be formalized and Collaboration be strengthened.
- ❖ More Minor/Major Research Projects be proposed and undertaken.
- ❖ Linkages with institutions of higher learning at State, National and International levels be established.
- ❖ Practice teaching experiences need to be strengthened.
- ❖ Publication of research articles by the staff to be encouraged.
- ❖ Attempts to be initiated to establish collaborations with national and international NGO's.
- ❖ Research culture needs to be initiated.

5.6.4 Infrastructure and Learning Resources

- ❖ Enhancing ICT facilities, A studio may be set up.
- ❖ Strengthening and modernizing the various laboratories.
- ❖ Hostel facilities be created.
- ❖ Activities of Women's cell be strengthened.
- ❖ Library services be strengthened and upgraded : such as
 - i. Full Computerization.
 - ii. Providing INFLIBNET services.
 - iii. Book Bank facility.
- ❖ Library be further enriched, computerized and its optimum use be ascertained.
- ❖ Maximum utilization of the infrastructure facilities to be ensured.
- ❖ INFLIBNET to be subscribed.
- ❖ Canteen to be enlarged.
- ❖ Procure more number of reference books for the Library.
- ❖ College needs own playground to provide opportunities in outdoor Sports and Games.
- ❖ Communication Lab., different resource centres, different method labs. etc. need to be established / strengthened.
- ❖ More number of class rooms be equipped with built-in speaker system, white boards and LCD projectors to match with the today's emerging needs.
- ❖ Book bank facility needs to be established.
- ❖ Institute may have INFLIBNET facilities and more e-learning resources.
- ❖ The library may be fully automated.
- ❖ Establishment of Language Lab is needed.
- ❖ Add more books and journals.
- ❖ Enhance the use of ICT techniques and create facilities like smart classrooms/digital boards, etc.
- ❖ Expand instructional resources by procuring more multimedia educational software and teaching aids.

- ❖ Explore the possibility of converting one of the existing classrooms as a 'smart classroom' using the latest ICT hardware.
- ❖ Enhance the library resources by procuring more books on teaching methodologies, education commissions' reports and educational research surveys.
- ❖ Develop linkages with Industries for valuable inputs on emerging technologies; E-learning industries, to establish Chair, enhance infrastructure etc.
- ❖ Strengthen library with more relevant publications for the current curriculum.
- ❖ Procure and use modern technologies for Language lab.
- ❖ Infrastructural facilities be arranged at the new site or augmented at the present site for a more comfortable transaction of curriculum and introduction of new programmes.
- ❖ More ICT equipments, viz., LCD projectors, Laptops, etc. be acquired.
- ❖ Language lab. Be established and existing labs upgraded.
- ❖ Full automation of the college library and administrative office.

5.6.5 Student Support and Progression

- ❖ Strategy be evolved to support socially disadvantaged / economically weaker/ physically challenged students.
- ❖ Streamline the efforts to meet the needs of differently abled students.
- ❖ Ramps for physically challenged students to be provided.
- ❖ More number of teaching practice sessions to be conducted for skill enhancement.
- ❖ Strengthen activities of placement cell to secure more employment opportunities for students.
- ❖ Alumni association may be guided and encouraged to support the institution.
- ❖ Participation of students in inter-college and inter-states competitions may be taken up.
- ❖ Teacher Capacity building to enhance conceptual understanding and attitudinal make up.
- ❖ Placement Cell to be made fully functional and Guidance and Counseling Cell are to be strengthened.

5.6.6 Governance, Leadership and Management

- ❖ Management may think of providing scholarships to needy and deserving students and 'seed money' for research to faculty.

- ❖ Efforts be made to obtain UGC recognition under section 2(f) and 12 (b).
- ❖ Career development and faculty development programmes in Lesson Planning, Constructivism, Models of Teaching, Research Methodology and Inclusive Education be organized.
- ❖ Budgetary provision to be created for staff & student's welfare activities.
- ❖ To design and organise special courses/programmes/events that will enhance spiritual and moral dimensions of students teachers as well as faculty, to guide them to develop holistic approach to life.
- ❖ National level, high profile seminars and conferences may be organised to hone the vision, knowledge horizons and education-management skills of student teachers.
- ❖ More Faculty Development Programs in Models of Teaching, Research Methodology, Statistics and Micro-Teaching, etc. need to be organized.
- ❖ To prepare perspective plan for the future development in coming 5 years.
- ❖ Efforts to be made to obtain permanent affiliation from University and UGC recognition under section 12 (b).
- ❖ There is a need to establish IQAC as per the NAAC guidelines and strengthening quality enhancing mechanism.
- ❖ Perspective plan of the college with time frame needs to be developed.
- ❖ Seminars/Workshops on Constructivism, research methodology, innovative methods of teaching and evaluation, inclusive education may be organized.
- ❖ Potential of stakeholders may be optimally utilized.
- ❖ In-service training programs for practice teaching and neighborhood schools may be organized.
- ❖ Staff welfare measures such as PF, Group insurance may be undertaken.
- ❖ Self evaluation and students feedback need to be properly analysed and used for decision making.
- ❖ Provide additional amenities such as EPF, academic leave, individual staff cubicles, etc., for the academic staff.
- ❖ Develop Perspective Plan for institutional functioning and dovetail all activities accordingly.

- ❖ Organize in-house professional development programmes for faculty to prepare for dynamic, learner centric academic processes.
- ❖ Technology Committee could be set up to advise the Principal on adoption of technology.
- ❖ Evolve motivational practices for better utilization of library resources.
- ❖ Evolve mechanism to hold in-house discussions on academically pertinent themes in order to enhance Faculty members' acumen.
- ❖ Streamline financial management practices for enhanced functional efficiency.
- ❖ Explore ways to enhance internal functional efficiency through pertinent processes:
 - * minimize the number of committees,
 - * rethink the role of each committee in order to reduce redundancy,
 - * identify points or areas for possible coordination,
 - * develop habit of proper documentation of functioning
 - * Understand importance of documentation of decisions taken.
- ❖ Have clearly demarcated resources distinctly for B. Ed. Programme.
- ❖ More Seminars, Conferences and Workshops on innovative teaching strategies and other issues be organised.
- ❖ IQAC need to be strengthened and made Pro-active.
- ❖ College may identify its areas of excellence and do the perspective planning.

5.7 Innovations and Best Practices

Best Practices are those practices which enhances the quality of the Institution, add value to the institution and its various stake holders. Most often Best practices are Institution specific and depends on the context of the institution. It differs from Institution to Institution.

The input factor, the process factor and out put factors should be taken into account in identifying the criteria of best practices. The criteria of economy, efficiency and effectiveness may also be used in identifying them. Another way of identifying the best practices is inductive approach. The practitioner may be asked to describe the best practice and criteria they have applied in their identification. From this one can discuss the bench marks of the Best practices as perceived by them. The INQAAHE, the international network for quality assurance agencies in higher education has suggested some guidelines for identification. They are

1. Be dynamic and revisit periodically

2. Recognise diversity and cultural and historical context
3. Not lead to dominance of one specific view or approach and
4. Promote quality of performance.

Many best practices seem to require extra effort and it is good that many HEIs have been doing it successfully. But to sustain that effort it has to become an integrated part of the functioning of the institution, gradually. In other words, it requires internalisation. Further at times due to lack of information about the feasibility and adoptability of the best practices, many HEIs do not attempt certain practices.

It is observed that Institutionalisation of Best practices have resulted in commendable improvements in the quality of HEIs. Continuance and sustainability of best practices depends on mainly on individual initiatives and runs the risk of disruption or half-hearted pursuit if and when the individual responsible is displaced for any reason. Hence best practice is to be formalised. In other words through institutionalisation this risk can be avoided.

For HEIs to benefit from the experience of each other, the system of dissemination or communication of dynamics of the practice is very important. NAAC has been doing it in the form of such webinars and has also brought out theme wise publications on Best Practices. All these publications are available on NAAC website.

5.7.1 Examples of some of the Best practices adopted by Colleges and Universities of Delhi

- ❖ Bharat Ratna Dr. B.R. Ambedkar University's curricular model aims at introducing a breach in the established regimes of standardized centrally controlled "curriculum-out-there" and to bring innovation and inter-disciplinarity in both content and approach to curriculum development and transaction. AUD's assessment and evaluation system are a deviation from another important mainstream practice, viz. a centralized examination system, characterized by minimal ownership by teachers. At AUD, the system is participatory and decentralized, and although this has resulted in some glitches, these have been corrected.
- ❖ It has also been AUD's policy that all academic programmes should have at least 25 per cent of field-based curricular engagement. The joint AUD-PRADAN MPhil programme in Development Practice in fact uses field-immersion processes (about two-thirds of the curricular engagement is field-based) to carry out studies and interventions.
- ❖ Indraprastha Institute of Information Technology prescribes to a learner centric course design and delivery. The University also integrates Research in Education by allowing, UG students to focus on selected areas of interest and develop research skills. Various avenues have been provided to achieve this.

- ❖ Institute of Liver and Biliary Sciences practices Research and Evidence Based Teaching Learning process by designing syllabi in such a way that residents and students enrolled in various courses are encouraged to develop analytical skills. The residents and students are also encouraged for paper writing during their course of study.
- ❖ School of Planning and Architecture (Deemed to be University) imparts Design thinking through Studio Based Learning.
- ❖ Teri School of Advanced Studies practices Research-led teaching. Integrating research into curriculum.
- ❖ Delhi Technological University has developed a Strong Research and Incubation Ecosystem by providing Research Excellence Awards for faculty; financial assistance to students for attending seminars/conferences; DTU-Innovation and Incubation Foundation (DTU-IIF); and Intellectual Property Rights (IPR) Cell
- ❖ Jamia Millia Islamia has been in the forefront of fostering for environmental care by following several practices consistently towards environmental protection and to foster sense of environmental care. A few initiatives already implemented in the campus during assessment period include Bio-Waste management, Use of Solar Energy, Rain Water Harvesting, and developing greenery in the Campus.
- ❖ University of Delhi prescribes to advancement of knowledge through research and innovation by developing Excellent research laboratory facilities. University also has the practice of looking beyond the campus which led to societal impact.
- ❖ Jawaharlal Nehru University has emphasized on Trans-disciplinary Studies. In order to promote the exchange of ideas between the faculties of different disciplines, the university has established a Trans-disciplinary Research Cluster (TRC) which placed JNU as an Innovation University under UPE-II scheme. The primary objective of the TRC is the promotion of interdisciplinary research across boundaries of Schools and disciplines.
- ❖ Gargi College promotes research among undergraduates by faculty mentoring. Gargi College has taken the initiative of quality enhancement in higher education by encouraging research by the faculty and their mentoring of students for research. The college was awarded a special grant by the UGC as a Center with Potential for Excellence.
- ❖ A unique concept of Hansraj College, Padhaku works and leads the institute by a resolution, "Academics is our strength and simplicity is our motto". The idea was generated by students who thought of doing something innovative in NSS. They thought spreading education and awareness is the key to achieve many things and hence began Padhaku. The target beneficiaries of this concept are the under privileged school children

of nearby slums. Another Best Practice of the college is Leadership through Proactive Participation

- ❖ Indraprastha College for Women has set the goal of providing Barrier-Free Access and Empowerment of Persons with Disability (PwD) to create 100% barrier free access in the College and leverage financial resources and technological advances to enable and empower the PwD community of the College and integrate it into the mainstream of College life and activities, working towards the larger aim of self-reliance, confidence and a life of dignity for the differently-abled. The college also has the Practice of “Walking the Extra Mile: Enabling Students with Financial Support”.
- ❖ Jagannath International Management School (JIMS) focuses on Up skilling of Students through Industry Internships, Live Projects and Workshops. This best practice is overseen jointly by the Head, Corporate Affairs and the respective Heads of Departments. The various actions taken as a part of this practice.
- ❖ Kalindi College conducted an innovative project “Conversion of Mechanical Energy to Electrical Energy in Delhi Metro” (Innovation Project Code: KC-101, 2012-13) with the aim to study the feasibility of harnessing wind energy ushered in by the fast moving Metro Trains in Delhi to produce electricity.
- ❖ Acharya Narendra Dev College focuses on Entrepreneurship and Skill Development. It aims to encourage students to explore the possibility of becoming job-creators instead of job seekers.
- ❖ Rukmini Devi Institute of Advanced Studies have the best practice of Digitizing Academic and Administrative Governance in consonance to Digital India Mission.
- ❖ Atma Ram Sanatan Dharma College organized Production Oriented Theatre Workshop with objective to provide hands-on training to students about the various aspects of drama like acting, playwriting, direction, costumes, music, lighting and other aspects of theatre productions. Apart from personality development through skills acquired in these workshops, the scheme also promotes film and television as viable career options.
- ❖ College of Vocational Studies promotes Women Entrepreneurship through the project KATRAN The project ‘KATRAN’ is for inspiring and creating women entrepreneur in every household. The purpose is to promote women entrepreneurs by providing required vocational training and skills in teaching. It is intended to combine their skills and students business acumens to generate self-employment for them and making the women self-reliant and independent.
- ❖ Daulat Ram College - Educating and Supporting Differently-abled especially Visually Challenged Students.

CHAPTER 6

FINDINGS

6.1 Introduction

This Chapter deals with the status of accredited institutions in Delhi based on the analysis made in the previous chapters. The findings are presented by bifurcating the Higher Education Institution into Universities and Colleges. There is a growth in the number of Universities, especially Deemed Universities, in Delhi in the last 10 years. Similarly, the number of affiliated colleges in Delhi also have increased in the last 10 years.

6.2 Status of Accredited Universities

Out of the 28 Universities in Delhi, so far 17 have gone for NAAC accreditation. It means that 60.7% of the universities in Delhi NAAC have gone for accreditation so far. Table 4.2 shows the list of presently accredited universities in Delhi. Presently 50% (14 out of 28) of the universities in Delhi have valid NAAC accreditation as per Table 4.2. Out of the 14 Universities, 02 Universities are accredited with grade 'A++' which amounts to 14.2% of the accredited universities. 02 Universities in Delhi are accredited with grade 'A+' (14.2%). Most number of universities (09) are accredited with grade 'A' (64.3%). One University in Delhi accredited with grade 'B++'. Out of the 14 Universities with valid accreditation, 04 are accredited in the Revised Accreditation Framework (RAF) (28.6%) and 10 are accredited in the Pre-Revised Accreditation Framework (PreRAF) (71.4%).

6.3 Criteria wise finding of the accredited Universities

Criteria wise findings of accredited Universities are provided in this section. The GPA obtained in different criteria as well as the qualitative analysis of the Universities are used in the inferences.

6.3.1. Curricular Aspects

Most of the universities in Delhi (except Central Universities) follow the same procedures for curriculum design and updation. They also adopt a very structured pathway for this.

- ❖ Universities have a well defined structure for Curriculum design, development and approval process.

- ❖ Various stake holders (peers, students, alumni, faculty, employers and society) are involved the development of various courses and curriculum.
- ❖ Universities also have setup and a structure in place to look into the process of curriculum and syllabus development.
- ❖ Curriculum development process also involves experts in the respective areas from other universities and Institutes.
- ❖ Curriculum is developed keeping in mind to impart Industry/Research relevant knowledge keeping the Regional, National and Global Development goals.
- ❖ Revision and updation of Curriculum framed is a regular feature in most of the Universities.
- ❖ Flexibility is provided to students to pursue papers of their choicethrough the Choice Based Credit System for undergraduate programmes, and electives within postgraduate programmes.
- ❖ Curricula are designed based on prospective needs of industry/practice domains, technological advancements, national/international contexts and stakeholder feedback
- ❖ Credit transfer and weighted credit transfer are not universally practiced.
- ❖ Academic audit, Gender audit, Energy audits, space and water audits are also carried out in some of the universities.
- ❖ Many universities also have audit wing.
- ❖ It is found that, Universities have effective Feedback system, but requires proper structuring of the feedback system.
- ❖ It was found that a positive correlation exist between effective Leadership and Governance and the Curricular aspects of the Higher Educational Institution.

6.3.2. Teaching-Learning and Evaluation

Teaching-Learning and evaluation process and methods were found vary depending upon the university. The process and methodalso depends upon the programmes offered. In the case of universities importance of research in post graduate programmes is evident from form of end semester dissertations, field projects and internships.

- ❖ Admission to various programmes in most of the universities are carried out through entrance tests.
- ❖ All the Universities (Central, State and Deemed) were found to adhere to reservation norms decided by Central and State Governments.

- ❖ Universities has student representation from many states as well as other countries.
- ❖ Universities also have representation from rural and urban areas.
- ❖ Universities also have career counselling and placement cells in place.
- ❖ Universities have continuous evaluation process, with different weights. Rest of the evaluation is based on the End Semester Examinations.
- ❖ Post graduate programmes have a component of project/field work/internship.
- ❖ Universities also have options for exchange programs and has academic, research and cultural MoUs with other academic/research institutions and industries.
- ❖ Grievance redressal cells are in place and are mostly active.
- ❖ Most of the Universities have Wi-Fi enabled campuses and have ICT enabled teaching and learning resources.
- ❖ Many universities are urgently required to recruit permanent teachers which will increase the number of teachers with Ph.D leading to improvement in quality of teaching-learning process.
- ❖ Various academic and extra-curricular activities are conducted, but most of the universities lack special emphasis on sports and academic courses/programmes focusing on sports.
- ❖ It was also found there is a strong positive correlation between teaching-learning and evaluation process and the student progression.

6.3.3. Research, Consultancy and Extension

The most important aspect that define a university is research. Its effect percolates into other development criteria also. Institutions focusing on research have also performed better in Student Progression. It was found that there is strong correlation between this criteria and other criteria including Teaching-Learning Process, Student Progression and Innovative Practices.

- ❖ Universities are equipped with adequate research facilities including research laboratories having latest equipment.
- ❖ Research publications have improved in number, quality, relevance, and visibility. This is evident from the citations received by the articles and the journal impact factor of the journals in which they are published.
- ❖ Research output indexed in Scopus and web-of-Science (clarivate) is mainly from Science and technology Streams indicating an imbalance between research outputs from various disciplines.

- ❖ Alsoonly a fraction of Faculty members of State and Private Universities are involved in active and visible research impacting societal needs.
- ❖ Seed money for newly recruited faculty members is provided by many universities, but its quantum has to be increased.
- ❖ Universities provide incentives to faculty members and students who have received awards and recognitions.However, further incentivization of high-quality research is required for its promotion.
- ❖ Collaborations with national and international institutes/universities/organizations is also evident but have to be strengthened.
- ❖ Bulk of the departments of the universities offer Ph.D. Programmes.
- ❖ Universities have also implemented a structured system for the smooth running of the Ph.D. programmes.
- ❖ Ph.D. entrance test and Ph.D. coursework are mandatory for completion of any Ph.D. programme.
- ❖ Many departments in the universities are supported by central research schemes like DST-FIST, UGC-CAS etc.
- ❖ Most universities have multiple Centres of excellence.
- ❖ One of the most ignored areas is Consultancy. Universities have to focus and establish cells and centers for industry-academia interaction, exchange and collaboration, and technology transfer process.
- ❖ Extension activities are admirable and NSS and NCC are active. Societal interactions are the norm in most institutions.
- ❖ It was found that Research, Consultancy and Extension has positive effect on Teaching-Learning and Evaluation, Student Progression and Curriculum Development

6.3.4. Infrastructure and Learning Resources

Infrastructural Facilities and Learning Resources of Higher Education Institutions directly affect other development parameters such as the Teaching-Learning Process, the Student Progression, and research. Updation and maintenance of infrastructural facilities depend upon the policies and actions implemented by the HEI and the resources generated from various funding agencies.

- ❖ Universities have adequate facilities for teaching-learning process viz. classrooms, laboratories, computers etc.
- ❖ Universities have smart classrooms with smartboard and WiFi facility.

- ❖ However, the universities have to update the facilities, so that all the class rooms are ICT enabled.
- ❖ Universities have sufficient infrastructure pertaining to academics. Universities have Lecture Halls equipped with Projectors.
- ❖ Many universities have also allocated enough budget for infrastructure augmentation and maintenance of physical facilities and academic support facilities
- ❖ Many of the departments have separate Computer labs.
- ❖ Universities have adequately stocked libraries with internet facilities, but e-journal subscription needs substantial improvement.
- ❖ Majority of the universities have developed excellent internet facilities and the e-journals and e-books available in the libraries can be accessed off campus also.
- ❖ Universities were also found to have high annual expenditure for the purchase of books and journals, indicating well-stocked and up-to-date libraries.
- ❖ Admissions to most of the academic programmes offered by the universities are online and part of the exam process are also online.
- ❖ Some of the universities also have an IT policy. Majority of the universities have separate budget for campus development and maintenance.
- ❖ The campuses have to be made more disable friendly.
- ❖ Many universities have their own Press, Astronomical Observatory, Centralized modern research laboratories, Centralized Instrumentation facilities and animal house.

6.3.5. Student Support and Progression

Universities cater to a large spectrum of students coming from different socio-economic backgrounds. One of the most critical aspect of University education is the support provided to the students for their progression and holistic development. The support includes mentoring, helping them find placement and career advice

- ❖ Academic and Personal Mentoring of students exist in the universities.
- ❖ However, the mentoring system in Universities have to be more structured and Standard Operating Procedures have to be established.
- ❖ Counseling and placement cells in the Universities have to be more structured and vibrant, having constant interaction with industry and prospective employers to be in tune with the need of the hour.

- ❖ Regular interaction with industry should be promoted for enrichment of the syllabi and placements, mentoring and hand-holding sessions, possibility of internships.
- ❖ The universities adapt Anti-ragging and anti-Sexual harassment policies. Grievance cells are also in place.
- ❖ Many Universities provide financial assistance to students belonging to economically and socially weaker sections from own corpus.
- ❖ Student progression was found to depend upon the policies and governance of the HEI as well as on it's the research and infrastructural facilities.

6.3.6. Governance, Leadership and Management

Leadership and Governance in the Universities plays an important part in its development and progression. Able leadership and action plan are important for any university. The performance of HEI depends upon the policies adapted and executed.

- ❖ Universities have an effective system of Governance.
- ❖ Majority of the universities practice participative management with structured governing bodies. Faculty members participate in decision making and policy formulation especially in state universities.
- ❖ Universities are gradually shifting to e-Governance in most of the administrative areas and some of the universities are developing e-Governance solutions.
- ❖ Vision and Mission statement of Majority of the Universities keep in mind the societal needs and imparting holistic education.
- ❖ Universities prepare annual budget in consultation with Faculties and Departments.
- ❖ Most of the revenue is generated through tuition fees, Government grants, higher and self-financing courses/programmes, executive development programmes, sponsored research projects and consultancy.
- ❖ Universities provide financial support to faculty members for attending conferences, seminars, workshops, and exchange visits and have separate budget earmarked for this purpose.
- ❖ IQACs have been established in all the universities in accordance with guidelines issued by various agencies.
- ❖ Universities were found to participate in NIRF regularly. Universities also participate in other quality improvement ranking and rating initiatives.

- ❖ Good Governance, Leadership and Management has found to have a positive effect on Curriculum Development
- ❖ Teaching-Learning Process, Research and Consultancy, Student Progression and Innovative Practices were also found to have a positive correlation with Leadership, Governance and management.

6.3.7. Innovations and Best Practices

- ❖ Universities are adopting decentralized curricular model, which is more student centric.
- ❖ Field based curriculum is also being made regular.
- ❖ Research in Education is practiced by allowing, especially UG students to focus on selected areas of interest and develop research skills.
- ❖ Universities also practices Research and Evidence Based Teaching-Learning process by designing syllabi in such a way that students enrolled in various courses are encouraged to develop analytical skills.
- ❖ Universities practices Research-led teaching. Integrating research into curriculum.
- ❖ Universities have developed a strong research and Incubation Ecosystem by providing Research Excellence Awards for faculty; financial assistance to students for attending seminars/conferences
- ❖ Majority of the universities are shifting towards eco-friendly campuses by designing energy efficient, green buildings.
- ❖ Most of the Universities now have solar panels, which produce a portion of the consumed power.
- ❖ Also in line with the state Student Start-up and Innovation policy, most universities have established start-up and incubation cells.
- ❖ Some universities have also established interdisciplinary academic programmes as well as research cells.
- ❖ It is found that innovation and best practices depend upon the policies adopted by the HEI.

6.4 Status of Accredited Colleges

There are 188 colleges and recognized centres in in Delhi. 82 of these colleges/centers are under Central universities and 106 are under state universities. As per AISHE report (18-19), there are 8 colleges per lakh population of Delhi with an average enrollment of 1545 students per college

(Table 2.5). Fig. 2.3 shows that over the last 8 years, average enrollment per college has increased by about 30% indicating the impact of the constant efforts made by the government in improving the enrollment ratios. Fig. 2.2 shows that 87 affiliated/constituent colleges have been accredited. It means that 46.3% of the colleges in Delhi have gone for NAAC accreditation so far. 101 colleges are yet to be accredited i.e. over 54% of the 188 colleges are yet to be accredited. Out of the 87 accredited colleges, the bar chart (Fig. 3.7) shows the level of colleges that were accredited wherein 47 are UG level, 31 are PG level and 9 are college of educations.

Presently 42.3% (80 out of 187) of the colleges in Delhi have valid NAAC accreditation as per Table 4.5. Out of the 80 colleges, 07 colleges are accredited with grade 'A+' which amounts to 8.7% of the accredited colleges. Maximum number of colleges (42 out of 80, which amounts to 52.5% of the colleges with valid NAAC accreditation) are accredited with grade 'A'. 09 Colleges (11.3%) in Delhi in Delhi are accredited with grade 'B++'. There are 08 colleges (10%) accredited with grade 'B+' and 14 colleges (17.5%) are accredited with grade 'B'. Fig. 4.6 shows the histogram of CGPA distribution for colleges with valid NAAC accreditation. Less than 50% of the colleges in Delhi have been so far Assessed and Accredited by NAAC and most of the accredited colleges are located in New Delhi. Out of the 80 colleges with valid accreditation 10 are accredited under the Revised accreditation frame work and rest under the pre-revised framework.

6.5 Criteria wise finding of the accredited Colleges

Criteria wise findings of accredited Colleges are provided in this section. The GPA obtained in different criteria as well as the qualitative analysis of the Universities are used in forming the inferences. Colleges were found to have a large variation in quality based on the GPA analysis of different assessment criteria.

6.5.1 Curricular Aspects

Accredited colleges in Delhi are affiliated to different Universities (central, state and deemed). The curriculum development is mostly done at the University level with participation of the concerned colleges.

- ❖ Colleges follow the curriculum approved by the university through different governing bodies and councils.
- ❖ Faculty members of the colleges participate in curriculum development and syllabus revision.
- ❖ Academic calendar is prescribed by the affiliating university and the colleges adhere to the calendar.
- ❖ Time table committees are formed in the colleges for regulation and execution of academic calendar.

- ❖ The teaching modules are covered as per the teaching plan.
- ❖ Teaching modules are prepared to meet the objectives of the curriculum in the prescribed time.
- ❖ Learning management systems are used in some of the colleges.
- ❖ Colleges identify slow and fast learners
- ❖ Colleges conduct Seminars, Workshops, Guest Lectures and Term Papers as well as remedial courses and problem-solving sessions for academically weak students.
- ❖ Grievance redressal cells of the students like women anti-harassment Cell, anti-ragging cell etc are instituted in the colleges.
- ❖ Choice Based Credit System (CBCS) and semester system have been implemented in most of the programmes.
- ❖ Feedback mechanism is in place in many colleges. Some colleges have analysed feedback on curriculum and uploaded the outcome on the website.
- ❖ However a structured and robust feedback mechanism and a standard operating procedure is missing in the colleges.
- ❖ Good governance was found to have a positive effect on the curricular aspects of the colleges.
- ❖ It was observed from the analysis across the accreditation cycle that colleges try to improve their performance by updating the curriculum. But it still requires focused effort.
- ❖ Curricular aspects also had effect on the progression of the students.
- ❖ From analysis across the accreditation cycles (including both RAF and pre-RAF accredited colleges), it was observed that there is marked improvement in teaching-learning and evaluation process (GPA improved from 2.70 to 2.99).

6.5.2 Teaching-Learning and Evaluation

All accredited colleges in Delhi are affiliated to State, Central and Deemed Universities and cater local and out of the state population.

- ❖ Admission to the colleges is transparent
- ❖ Government norms on reservations for socially and economically backward students are strictly followed.
- ❖ Enrolment numbers are found to increase during the last few years in most of the colleges.

- ❖ Some of the colleges have also implemented mentoring system.
- ❖ Teachers employ ICT tools for teaching, however most of the teachers use traditional methods for teaching-learning process.
- ❖ Assessment of learning levels of students are carried out in many of the accredited colleges.
- ❖ Some colleges offer special programmes for advanced and slow learners.
- ❖ Teaching-Learning process was found to be directly linked to the policies adapted by the HEI as well as on its focus on research.
- ❖ From analysis across the accreditation cycles (including both RAF and pre-RAF accredited colleges), it was observed that there is marked improvement in teaching-learning and evaluation process (GPA improved from 3.09 to 3.37).
- ❖ Good teaching-learning process was also found to have a positive effect on the progression of students.
- ❖ Teaching-learning and evaluation process is also positively affected by good governance, leadership and management.
- ❖ Better infrastructural and learning resources was also found to positively affect the teaching-learning and evaluation process.

6.5.3 Research, Consultancy and Extension

Main focus of colleges, is teaching rather than research. However, it was found that many colleges give due importance to research, innovation and extension activities.

- ❖ Some colleges have created healthy environment for research and innovation and have created research facilities.
- ❖ Many of the teaching members have doctoral qualification.
- ❖ Colleges also promote research and encourage teachers to undertake interdisciplinary and collaborative research which has societal impact.
- ❖ Many college teachers are recognized as research guides by the affiliating universities and many students are pursuing Ph.D.
- ❖ In many colleges teachers were awarded major and minor sponsored research projects.
- ❖ Colleges have also signed MoUs with Educational Institutions and Industries. However it has to be improved in number and quality.
- ❖ It was found that the policies formulated as well as the leadership of the HEI has direct bearing on research, consultancy and extension work being carried out.

- ❖ From analysis across the accreditation cycles (including both RAF and pre-RAF accredited colleges), it was observed that there is improvement in research, consultancy and extension (GPA improved from 2.56 to 2.69).
- ❖ Key Indicator wise analysis reveals that colleges are better in extension activities than in research.
- ❖ Colleges with better performance in research and consultancy were also found to perform better in teaching-learning and evaluation as well as in student progression.
- ❖ Incorporating research in teaching leads to better overall development of the students.

6.5.4 Infrastructure and Learning Resources

Infrastructure development and good learning resources are the most important parameter for the overall development of colleges. Most of the colleges were found to focus on development and maintenance of infrastructure as well as on the development of learning resources including digitization of libraries and acquisition of e-resources.

- ❖ Accredited Colleges have adequate facilities for teaching-learning like classrooms, laboratories, computers etc.
- ❖ Most have separate buildings for administrative wing and academic departments.
- ❖ Central library as well as departmental libraries exist in many of the accredited colleges.
- ❖ Some of the colleges also have hostels for boys and girls as well as staff quarters, and canteen facilities.
- ❖ IT infrastructure of some of the colleges are adequate, however in most of the colleges, it requires an upgradation.
- ❖ Some of the colleges are also have Wi-Fi enabled campus as well as CCTV surveillance.
- ❖ Most of the accredited colleges have well stocked libraries with e-resources.
- ❖ Some of the libraries are also automated.
- ❖ However some of the colleges lack adequate laboratories and libraries.
- ❖ E-learning resources are used by some of the faculty members.
- ❖ It was observed that Infrastructure and learning resources plays a major role on teaching-learning and evaluation as well as student progression

- ❖ Based on the analysis, it was also observed that the infrastructure and learning resources of colleges are improving over the period of time (GPA increased from 3.14 in Cycle 1 to 3.17 in Cycle 2).

6.5.5 Student Support and Progression

Constant support of the HEI to the students is important for their holistic development and their wellbeing. Many colleges have developed an impeccable ambience for students, to shine in academics as well as in their future endeavours.

- ❖ Student support mechanism is in place in most of the colleges, however a standard operating procedure must be established.
- ❖ Some colleges provide training and guidance for competitive examinations. These training sessions are jointly conducted in collaboration with external agencies.
- ❖ Colleges also organize, programmes on interview techniques, skill development, personal coaching, soft skill development etc.
- ❖ Student grievances redressal mechanisms are in place.
- ❖ Some of the colleges promote the participation of the students in various academic and administrative committees.
- ❖ Governance and administrative policies were found influence student progression.
- ❖ Student progression was found to depend closely on the policies adapted by the college as well as on curricular aspects, teaching-learning process, and research.
- ❖ It was observed that the student support and progression based on average GPA in the criterion showed an improvement (GPA improved from 3.08 in Cycle 1 to 3.25 in Cycle 2), indicating implementation of better student support mechanism across different cycles of accreditation.

6.5.6 Governance, Leadership and Management

Governance, leadership and management plays an important role on the overall development of the HEI including curriculum development, teaching-learning process, research and consultancy and student progression.

- ❖ Most of the colleges have clear and structured mission and vision.
- ❖ Quality enhancement policies and strategic plan are also in place in most of the colleges.

- ❖ The decision making takes into consideration the norms and procedure set by the affiliating university and takes place at the appropriate organizational hierarchal level.
- ❖ Colleges were found to organize professional development /administrative training programs for teaching and non-teaching staff.
- ❖ Many of the colleges also have welfare measures for teaching and non-teaching staff including Staff Credit Society.
- ❖ Good governance policies were found to have a positive effect on the all the other evaluation criteria.
- ❖ It was observed that there is a marked improvement in the leadership, governance and management of accredited colleges across different cycles of NAAC accreditation evidenced by the increase of average GPA in the criteria from 2.64 in Cycle 1 of accreditation to 3.03 in Cycle 2 of accreditation.

6.5.7 Innovations and Best Practices

Innovations and best practices are an amalgamation of the best policies in the different assessment criteria. It improves with time as a result of the policy decisions.

- ❖ Colleges have taken initiative of quality enhancement in higher education by encouraging research by the faculty and their mentoring of students for research.
- ❖ Colleges focus on extension activities especially those which brings education to the underprivileged.
- ❖ Colleges are striving to provide barrier-Free Access and Empower Persons with Disability (PwD)
- ❖ Leveraging financial resources and technological advances to enable and empower the PwD community and integrate them into the mainstream of College life and activities.
- ❖ Up skilling of Students through Industry Internships, Live Projects and Workshops.
- ❖ Undertaking of Innovative, application driven research projects.
- ❖ Focusing on Entrepreneurship and Skill Development.
- ❖ Digitizing Academic and Administrative Governance in consonance to Digital India Mission.
- ❖ Skilling workshops and related activities.

- ❖ Promoting Women Entrepreneurship
- ❖ Colleges have adopted adequate security measures like, compulsory I-card for both teachers and students, CCTV surveillance etc.
- ❖ Effective grievance redressal cells, including separate cell for women are established in many colleges.
- ❖ Some of the colleges have shifted to online administrative functioning.
- ❖ Colleges also organise gender equality programmes, environmental awareness programmes, programmes on human values, national integration programmes.
- ❖ Programmes on Energy conservation, Green Audit, Clean and Green Campus, Solid waste segregation etc. are also conducted.
- ❖ Rainwater harvesting system is installed in many colleges.



CHAPTER 7

FUTURE PERSPECTIVES AND RECOMMENDATIONS

7.1 Introduction

The higher education system in Delhi comprises of 28 Universities and 188 affiliated colleges catering to the local, national and international students. These higher education institutions are almost uniformly distributed geo-location wise. Some of these higher education institutions have made a mark in the national level and some are internationally known also. Assessment and accreditation by NAAC forms the backbone of the quality check of these institutions. NAAC assessment also act as the benchmark for holistic development of the higher education institution.

7.2 NAAC Coverage

There are 216 higher education institutions in Delhi (28 universities and 188 higher education colleges). Out of which 104 (48.15%) higher education institutions have gone for NAAC accreditation so far. Presently 94 of the 216 (43.5%) HEIs have valid NAAC accreditation. The percentage of NAAC accreditation among universities is 50, which is high compared to 42.5% of valid accreditation of colleges in Delhi.

Out of the 28 Universities in Delhi, so far 17 have gone for NAAC accreditation. It means that 60.7% of the universities in Delhi NAAC have gone for accreditation so far. Table 4.2 shows the list of presently accredited universities in Delhi. Presently 50% (14 out of 28) of the universities in Delhi have valid NAAC accreditation as per Table 4.2. Out of the 14 Universities, 02 Universities are accredited with grade 'A++' which amounts to 14.2% of the accredited universities. 02 Universities in Delhi are accredited with grade 'A+' (14.2%). Most number of universities (09) are accredited with grade 'A' (64.3%). One University in Delhi accredited with grade 'B++'. Out of the 14 Universities with valid accreditation, 04 are accredited in the Revised Accreditation Framework (RAF) (28.6%) and 10 are accredited in the Pre-Revised Accreditation Framework (PreRAF) (71.4%).

There are 188 colleges and recognized centres in in Delhi. 82 of these colleges/centers are under Central universities and 106 are under state universities. As per AISHE report (18-19), there are 8 colleges per lakh population of Delhi with an average enrollment of 1545 students per college

(Table 2.5). Fig. 2.3 shows that over the last 8 years, average enrollment per college has increased by about 30% indicating the impact of the constant efforts made by the government in improving the enrollment ratios. Fig. 2.2 shows that 87 affiliated/constituent colleges have been accredited. It means that 46.3% of the colleges in Delhi have gone for NAAC accreditation so far. 101 colleges are yet to be accredited i.e. over 54% of the 188 colleges are yet to be accredited. Out of the 87 accredited colleges, the bar chart (Fig. 3.7) shows the level of colleges that were accredited wherein 47 are UG level, 31 are PG level and 9 are college of educations. Presently 42.3% (80 out of 187) of the colleges in Delhi have valid NAAC accreditation as per Table 4.5. Out of the 80 colleges, 07 colleges are accredited with grade 'A+' which amounts to 8.7% of the accredited colleges. Maximum number of colleges (42 out of 80, which amounts to 52.5% of the colleges with valid NAAC accreditation) are accredited with grade 'A'. 09 Colleges (11.3%) in Delhi in Delhi are accredited with grade 'B++'. There are 08 colleges (10%) accredited with grade 'B+' and 14 colleges (17.5%) are accredited with grade 'B'. Fig. 4.6 shows the histogram of CGPA distribution for colleges with valid NAAC accreditation. Less than 50% of the colleges in Delhi have been so far Assessed and Accredited by NAAC and most of the accredited colleges are located in New Delhi. Out of the 80 colleges with valid accreditation 10 are accredited under the Revised accreditation framework and rest under the pre-revised framework.

7.3 Future Perspectives

As per the National Education Policy 2020, the foremost aim is to create world class Higher Education Institutions in India by upgrading the existing HEIs or by creating new ones, keeping in mind to make India a knowledge superpower as well as Self-reliant. For this the quality of higher education is the parameter of paramount importance. As in other states of India, Delhi also, in the last two decades have seen a spurt in the growth of higher education institutions. Most of the new colleges, which are private in nature, offer professional programmes. The revenue and income models of government and private institutions also differ. The quality of education, research as well as the progression of students in these institutions needs to be sustained and improved so that the students, can develop holistically, leading to a self-reliant India envisaged in NEP2020. So, it becomes necessary to have quality benchmarking systems in place also stated in NEP 2020. This benchmarking system will serve as a tool for the development of higher education institutions.

7.3.1 Focus Areas

- ❖ The most important area of focus should be the holistic development of students, which requires good governance of HEIs as well as policies and action plan.
- ❖ Development of curriculum with emphasis on not just creation of job seekers, but also job creators.

- ❖ Holistic development of students require quality in teaching-learning process, adequate infrastructure and learning resources.
- ❖ Research is an area which is ignored by most of the HEIs (especially colleges). Affable environment for research leads to innovations and above all better teaching-learning process. Creation of research infrastructure and interdisciplinary research oriented programmes is the need of the hour.
- ❖ Improvement of Quality of HEI requires benchmarking. Accreditation and ranking systems help in this regard. Encouraging accreditation, ranking and rating process so as to create a mechanism for quality improvement.
- ❖ Establishing Centers of Excellence for high quality multi-disciplinary higher education.
- ❖ Ensuring accreditation of institutions for improving quality of education
- ❖ Utilize ICT facilities for delivering general higher education and distance education for improved quality
- ❖ Streamlining higher education to make it Choice Based Credit System with horizontal and vertical mobility within Vocational and Academic streams
- ❖ Promoting at-least one industry linked R&D facility in every institution offering Ph.D. and undertaking projects of relevance to local economy and society
- ❖ Introducing continuous professional development (CPD) of faculty through industry engagement and exchange programmes
- ❖ Strengthening student exchange programmes through collaboration with reputed international universities
- ❖ Inculcating a culture of research and innovation amongst students
- ❖ Developing hard and soft infrastructure facilities in higher education institutions to facilitate development of prototypes and actionable startup ideas
- ❖ Supporting higher education of girls in technical and professional areas through scholarships, fee waivers and residential facilities in urban and semi-urban areas
- ❖ Ensuring adequate public transport facilities to higher education institutions especially from rural and semi-urban areas
- ❖ Developing incubation facilities in universities, professional technical institutions and TVET institutions
- ❖ Partnerships with industry and private sector to provide industry relevant skills for greater employability and work based learning

- ❖ Encouraging industrial and academic internships for under graduate students
- ❖ Fostering links with alumni and developing strong alumni network Promotion of Massive Online Open Courses (MOOC) through Centre's of excellence to facilitate distance learning and value addition
- ❖ Constructing/upgrading disability friendly hostels / educational facilities
- ❖ Creating special facilities for coaching and mentoring of children with special needs in higher education institutions

7.4 Recommendations

7.4.1 Government

- ❖ Should ensure accreditations for all higher education institutions in the state, which will help in promoting Quality of HEIs.
- ❖ Creation of multi-disciplinary eco-system allowing students to choose from and major in multiple areas.
- ❖ Government may also focus more on identifying and promoting research in applied areas of relevance.
- ❖ Identification of emerging and disruptive areas of research and more funding for research in these areas
- ❖ Government should also focus on Improving Infrastructure and learning resources of HEIs keeping in mind the changing scenario of teaching learning process like online teaching, blended content delivery and flipped classrooms.

7.4.2 Universities

- ❖ Curriculum should be developed keeping in mind the needs of the society as well as employers as well as to create entrepreneurs.
- ❖ Introduction of more inter-disciplinary programmes with focus on employment and job creation.
- ❖ Creation of curriculum allowing students to major in multiple subjects.
- ❖ Introduction of interdisciplinary programmes on emerging and disruptive areas with focus on research
- ❖ Water Management, engineering and harvesting programmes are the need of the hour. Some of the universities offer UG/PG/Diploma level courses in this area. However more such courses may be designed.

- ❖ Academic programmes in the emerging and frontier areas like Bio-technology, Cell and Molecular Biology, Bio-medical Engineering, Emerging diseases etc have to be designed. This requires an interdisciplinary approach. The component of projects, field work, internships in different programmes/ courses is to be bolstered.
- ❖ More academic programmes/courses in machine learning and artificial intelligence catering students of various disciplines should be introduced.
- ❖ Programmes focusing on experiential learning and learning through research should be introduced.
- ❖ Weighted credit transfer for online courses (MOOCs, SWAYAM etc).
- ❖ Structured feedback mechanism and gap analysis based on the received feedback
- ❖ Action plan for plugging the gaps identified from feedback analysis should be devised and implemented.
- ❖ Digital life cycle of the students should be maintained.
- ❖ Teaching-learning process based upon the abilities of the student.
- ❖ Identification of the learning ability of the students and then tailor making the teaching-learning process.
- ❖ Vacant teaching as well as administrative and technical positions have to be filled urgently to improve the quality of higher education in the state.
- ❖ University may also incentivize research based on the quality of research publications.
- ❖ Incentives may be provided for research grants, patents and copyrights.
- ❖ Universities should also encourage departments/Centres to put in efforts to obtain departmental/faculty/ university level research funding such as DST-FIST, UGC-SAP, DRS, PURSE, DBT-ILSPARE etc.
- ❖ Centres focusing with strong interdisciplinary research aspect may be established keeping in mind the emerging, cutting edge research areas.
- ❖ Researchers from leading institutes from India and abroad may be made members of such centres leading to collaboration and linkages.
- ❖ Establishing better teaching - learning resources like classrooms, laboratories, computer laboratories etc.
- ❖ Faculty members have to be encouraged towards development of e-content (4 quadrant) and other e-learning resources.

- ❖ Automation of libraries
- ❖ Standard operating Procedures for Student mentoring.
- ❖ Grievance redressal should be structured and streamlined with least possible delay between the launching of grievance and the final outcome.
- ❖ Exposure of students to industries as well as potential employers either through projects or internships.
- ❖ Industries may be made to be a part of the academic programme as well as for mentoring of the students.
- ❖ Student Start-up and Innovation Policy (SSIP), to ignite the innovativeness in students
- ❖ Academic credits for entrepreneurial and start-up activities
- ❖ Preparation of short-term, mid-term and long-term road map and roadmap for implementation of NEP2020. This may lead to a clear visualization of the processes needed for holistic improvement of the higher education institution.
- ❖ University management shall make sure that the objectives and milestones in the road map are met in the prescribed time.
- ❖ Mandatory in NAAC accreditation
- ❖ Participation in other ranking and rating process.
- ❖ IQACs should to conduct quality improvement and awareness programmes.
- ❖ Faculty members may be provided financial assistance as well as leave of absence for attending professional upgradation/Leadership programmes and courses.
- ❖ Improving e-Governance activities.
- ❖ Design and construction of energy efficient, carbon neutral, green buildings.
- ❖ Many higher education institution have installed renewable energy sorces in the process of shifting towards zero net energy consumption.
- ❖ Designing activities for engaging the students and teachers with the society.

7.4.3 Colleges

- ❖ Colleges should evolve into degree granting institutions (as per NEP 2020), which requires quality improvement for holistic development.
- ❖ Holistic development can be quantified through accreditation process and all colleges should take part in accreditation.

- ❖ To become the world class HEIs envisaged in NEP 2020, colleges should regularly update themselves. This is possible if they take part in rating/ranking process and compare themselves to other HEIs.
- ❖ To be relevant in the present scenario, colleges should design more academic programmes, keeping in mind the needs of the community, industry and employers.
- ❖ Colleges should introduce short-term diploma/certificate courses on life skill development, soft skill development and vocational education which will help the local population and increase employability.
- ❖ Colleges should also design programmes offering students multiple majoring options.
- ❖ Improve research culture by introducing research based programmes and introduction of research components in UG programmes.
- ❖ Road map with short-term, mid-term and long-term goals.
- ❖ Monitoring of these goals and designing of remedial measures.
- ❖ Creation of formal structured mechanism with standard operating procedures to resolve student-related issues.
- ❖ Systematic feedback mechanism with proper structure.
- ❖ Analysis of and identification and plugging of gaps.
- ❖ Training of teachers in the use of digital technologies for teaching-learning process as well as in the development of e-resources for teaching.
- ❖ Filling up of vacant teaching and non-teaching positions for improvement the teaching-learning process as well as the learning outcomes.
- ❖ Strengthening the research ecosystem for nurturing innovative ideas leading to visible and impactful research with societal applications.
- ❖ Efforts to collaborate with regional institutions, universities/institutes in the state and national level colleges/institutes/universities.
- ❖ Laboratories and Library facilities needs to be comprehensively strengthened, keeping in view the requirements of teaching-learning Process.
- ❖ Students should be motivated to participate in curricular, extra-curricular, sports and cultural activities.
- ❖ Improvement of Wi-Fi facilities especially for library related activities.
- ❖ Conduction of programmes for the holistic development of students.

- ❖ The internal complaint mechanism should be more structured with standard operating procedures.
- ❖ Maintaining digitized minutes of the various administrative/academic meetings
- ❖ Academic and administrative audit needs to be carried out.
- ❖ Colleges should conduct more outreach and extension activities based on its geo-location and needs of the local community.
- ❖ Many colleges offer certificate courses, however colleges may also introduce more short term certificate courses for honing the employability skills of the local population.

