YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	Delhi Technological University
• Name of the Head of the institution	Prof. Prateek Sharma
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	011 27882284
• Mobile no	9868780900
• Registered e-mail	registrar@dtu.ac.in
• Alternate e-mail address	vcdtu@dtu.ac.in
• City/Town	Shahbad Daulatpur , Bawana Road
• State/UT	Delhi
• Pin Code	110042
2.Institutional status	
• University	State
• Type of Institution	Co-education
• Location	Urban
• Name of the IQAC Co-ordinator/Director	Prof. Neeta Pandey

• Phone no./Alternate phone no	**9868780900**	
• Mobile	**9868780900**	
• IQAC e-mail address	**iqac@dtu.ac.in**	
• Alternate Email address	**neetapandey@dce.ac.in**	
3.Website address (Web link of the AQAR (Previous Academic Year)	http://iqac.dtu.ac.in/naac.html	
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:	http://dtu.ac.in/Web/Academics/academic_calender.php	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.22**	**2019**	**26/11/2019**	**25/11/2024**

6.Date of Establishment of IQAC	**30/12/2015**

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
0	**0**	**0**	**0**	**0**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	**2**
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)	**Yes**

• (Please upload, minutes of meetings and action taken report)	View File (View File)
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

11. Significant contributions made by IQAC during the current year (maximum five bullets)

1.NBA accreditation for 03 years of 03 UG programs namely B. tech Chemical Engineering (Applied Chemistry), Engineering Physics (Applied Physics), Mathematics and Computing (Applied Mathematics) and 02 PG Programs namely VLSI Design &Embedded System and Signal Processing &Digital Design w.e.f from academic Year 2023-2024 2. Internal Academic & ISO Audit conducted from 10th to 11th October, 2023. 3. Preparation and Publication of Annual Report for the Academic Year 2022-2023. 4. ISO9001:2015 QMS Surveillance- II audit from 13th -14th December, 2023. 5. Revision of guidelines for calculating attainment of Cos, POs and PSO attainment to enhance Outcome Based Education amongst all stakeholder of DTU

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Submission of pre-qualifier for possible NBA accreditation of 02 UG programs B. Tech (Civil Engineering) and B. Tech (Electrical Engineering).	Pre-qualifier for 02 UG programs B. Tech (Civil Engineering) and B. Tech (Electrical Engineering) submitted on NBA portal.
Conduct of Training for inducting new ISO auditors from DTU.	Training by STQC for new ISO auditors from Academic and Non-Academic branches of DTU

13. Whether the AQAR was placed before statutory body?	**Yes**
• Name of the statutory body	

Name	Date of meeting(s)
Academic Council	07/03/2024

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	Yes

15.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	05/04/2024

16.Multidisciplinary / interdisciplinary

Delhi Technological University is a Multidisciplinary University offering undergraduate/postgraduate programs in Engineering, Science, Management., Business administration, Design and Economics. Academic curricula provides flexibility to the students to develop their core competence together with interdisciplinary skills in the areas of their respective interests. From academic year 2023-24NEP based curricula for following UG programmes have been started: (i). B.Tech. (ii) Four-year BBA (Honours)/ BBA (Honours) with research (iii) Fouryear BA (Honours)/ (Honours) with research in Economics. Curricula of these programmes integrate following provisions of NEP 2020: i. Multiple entry and exit at the end of 1st, 2nd, and 3rd years of the programme ii. Students can register for courses across programmes to facilitate inter/multidisciplinary learning. iii. Skill enhancement, ability enhancement and value addition courses. The pool of ability enhancement courses and value addition courses aims at enabling the students to acquire linguistic skills, ethics, culture, constitutional values, soft skills, sports education, and environment science education. iv. Provision for credit transfer and earning credits through massive online courses (MOOCs). v. Provision of Minor specialization in interdisciplinary /discipline specific Fields. vi. Choice based credit system along with flexibility in credit registration to facilitate slow/fast learners. vii. Provision of internship PG programmes M.Tech curricula is revised including provisions of NEP 2020 in line with UGC guidelines. The institution is engaged in multidisciplinary research through following Centres of excellence:1. Centre of Excellence for Electric Vehicles and Related Technologies to impart training & research in the thrust area of Electric Vehicles and Related Technology 2. Multidisciplinary Centre for Geoinformatics aims to work with Government Agencies and Industries to achieve Government objectives, capacity building, research, and consultancy.3. Vinod Dham Centre

for Semiconductors and Microelectronics focuses on imparting training and research in thrust areas of semiconductor technology and IC manufacturing. 4. The Centre of Excellence for Science and Happiness envisions the promotion of the art of happiness scientifically through education, research activities, and collaboration with industry and stakeholders. 5. Centre of Excellence in Energy Transition for pioneering new alternative energy technologies and developing a conceptual and operational policy framework for sustainable renewable energy technology transfer. 6. The Centre of Excellence in Disaster Risk Reduction endeavors to Risk Reduction in the country by creating expertise to innovate new technologies to reduce the impacts of natural and manmade disasters through a multi-disciplinary technological and scientific approach. DTU provides an incentive or financial assistance to students for innovation and research. DTU has provided the opportunities for internships - with local/global Industry and researchers at any inland/foreign HEIs/research institutions. Apart from this, initiatives have been taken to promote collaboration of international faculties for teaching a course/ joint Ph.D. The faculties are advised to involve in up-skill tasks and enroll in FDPs to learn the latest in the field of their specialization.

17.Academic bank of credits (ABC):

Delhi Technological University has taken the initiative to fulfil the Academic Bank of credits requirement proposed in NEP 2020 by registering under ABC and mandating students to create their ABC IDs. The students of the university have also registered and received ABC IDs. The University has linked the creation of ABC IDs with its Academic registration process. DTU has adopted the UGC regulations for Academic collaboration between Indian and Foreign Higher Educational Institutions to offer Twin, Joint Degree, and Dual degree programs, with due approval of Academic Council and BOM since 2022. The office of International Affairs is making dedicated efforts for international collaboration and MOUs have been forwarded to Govt for approval as per existing policy. The faculty members have freedom to revise/design syllabi for the courses they are teaching. Curricula of programmes are designed after deliberation with faculty members of the department, followed by organizing a roll-on workshop for framing curricula taking feedback from External Experts from eminent institutions and stakeholders such as Alumni, and Employers. Faculty members prescribe text books and recommend reference books for their respective courses and also provide study material to students. Continuous assessment is caried out throughout the semester for course evaluation. Three/Four assessment components are allocated to each course. Assignments, quizzes, paper reviews

etc. are given as assessment tools. The University has organized various ABC Awareness Campaigns among the students through Notices, Circulars, and Workshops. The University has linked the registration for Academic Bank of Credit with the academic registration to help students reap the benefits of multiple Entries and multiple Exits. The University is committed to Coordination with UGC and AICTE by engaging with regulatory bodies such as UGC (University Grants Commission) and AICTE (All India Council for Technical Education) to ensure that the ABC system is implemented in compliance with national standards and guidelines and is aligning institutional practices with the National Higher Education Qualifications Framework (NHEQF) to ensure consistency in credit allocation and transfermechanisms.

18.Skill development:

To strengthen vocational education and soft skills in alignment with the National Skills Qualification Framework (NSQF), the University is offering core and elective skill enhancement courses in the B.Tech./BBA/BA/MBA/ MTech curricula. The University offers numerous Ability Enhancement courses to develop soft skills among the students, namely, Appreciation of Fiction, Appreciation of Poetry and Prose, Appreciation of Short stories, Business Communication and Presentation Skills, Communication Skills, Communication Hindi for Non-natives, French, German, Japanese, Mandarin Chinese, Spanish, Soft skill and Personality Development, Logical Reasoning, Public speaking, Spoken skills in English, Technical Communication. The curriculum includes mandatory Industrial Training /Internship in all programmes offered by the university thus integrating vocational training into the academic curriculum as part of the Choice-Based Credit System (CBCS), allowing students to earn academic credits for vocational courses alongside their degree programs. Further, the University encourages students to take up Internships along with regular coursework, as a part of a flexible curriculum offered by the University. Also, students are allowed to pursue Credit-based Industry Standard Certification Courses. The Scheme and Syllabus for the M.Tech. program have been revised as per NEP 2020 and Skill enhancement courses or industrial training and Audit courses with multiple entries and exits are in the process of implementation. Further, Delhi Technological University has offered the following Nine courses in different departments/centers under the Scheme of PMKVY 4.0: Yoga Wellness Trainer, Office Operation Executive, Two-Wheeler Service Technician, Junior Engineer-Power Distribution, Production Engineer, Junior Software Developer, Software Developer-Product Development, Search Engine Optimization Executive, Electric Vehicle Service Technician.

19. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The Indian Knowledge System is incorporated into the curricula of all UG programs through introduction of mandatory course on IKS. Additionally, courses on Music, Yoga, Communicative Hindi for International Students, etc. are offered as elective courses to students to integrate the Indian Knowledge System with modern education. The University offers a pool of valueaddition courses to inculcate positivity among the learners in UG programmes. The flexible curriculum structure allows students to pursue online courses through the MOOCs platform. Students are required to undertake Value Addition Courses from the following Pool: Art of Happiness, Corporate Governance and Business Ethics, Corporate Social Responsibility, Cyber Law, Emotional Intelligence, Extension Outreach Activities, Food Chemistry, Fostering Social Responsibility, and Community Engagement, Geography in Everyday life, Introduction to Biological Science, Leadership through Self-management, NCC, Negotiation and Leadership, Nutraceutical, NSS, Professional Ethics and Human Values, Psychology for everyday living, Public Administration, Science and Practice of Happiness, Sports I, Sports II, Universal Human Values: 1 Self Family, Universal Human Values: 2 Self, Society, and Nature, Universal Human Values: Understanding Harmony, Value Driven Leadership, Environment Development and Society, Introduction to Environmental Science, Meditation and Conscious living.

20. Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Outcome-Based Education (OBE) has been implemented at the University and focuses on clearly defining the expected outcomes or learning achievements for the students. The curriculum, instruction, and assessment are designed to ensure students achieve these predefined learning outcomes. Following are key strategies and good practices that the University has adopted to implement Outcome- Based Education effectively: The students are made aware of Program outcomes (POs). Each academic program defines its unique outcomes, specifying the knowledge, skills, and competencies that students are expected to achieve by the end of the program. These outcomes are aligned with industry requirements, global standards, and the institution's mission. Each course within a program has specific learning outcomes that contribute to the achievement of the broader program outcomes. These course outcomes (COs) are measurable and communicated to students at the start of the course during the first session. In the question papers for the Mid-semester and Endsemester examinations COs are mentioned against each question. The COs and POs are mapped at the end of every semester by the respective

subject teacher. The Course Outcomes of the Courses are displayed in the concerned laboratories, students are made aware of the same in the initial classes. The Program Outcomes are displayed in the concerned departments and also in laboratories. Studentcentered Learning Approaches include Active Learning Strategies. The University employs teaching methods such as problem-based learning, case studies, group discussions, and flipped classrooms to actively engage students in achieving the desired outcomes also Personalized Learning Paths are the OBE framework at the University allowing for flexibility in how students reach their learning outcomes to enrich students' strengths, learning preferences, and career goals. Continuous Assessment of the Learning Outcomes is carried out by the Formative and the Summative Assessments. University Implements a combination of formative (ongoing) assessments, such as quizzes, assignments, and class participation, and summative (final) assessments, such as exams and project evaluations, to regularly gauge students' progress toward achieving the desired outcomes. Rubrics for Assessment are used that clearly define criteria for grading student performance on specific learning outcomes. This ensures consistency in evaluating student work and provides transparent feedback. Performance Indicators are clearly highlighted for each learning outcome to measure the level of proficiency achieved by students, ensuring that the outcomes are being met effectively.

21.Distance education/online education:

Keeping in view that offering vocational courses through Open and Distance Learning (ODL) mode presents numerous possibilities for the University to expand access to skill-based education, in alignment with the goals of flexible and inclusive education as emphasized in the National Education Policy (NEP) 2020 the University School of Management and Entrepreneurship of the University is set to launch an online MBA program between 2024-26. Further, since ODL provides a platform for students from diverse backgrounds, including working professionals, rural populations, and those who cannot access traditional on-campus programs, to gain vocational skills, the University is in the process of creating a new office for Digital Education in line with the spirit of the National Education Policy 2020. The DTU will offer Executive programs in various formats and modes to meet the requirements of the Corporate/Institutional Organizations and/or the Participants. They can choose from a wide range of learning options from in-person classes to Live online sessions, from short duration Capsule interventions to phased multi-module programs and long duration Virtual programs. The development and use of technological tools in teaching and learning activities

have transformed the educational landscape, enabling the University to enhance the quality of education and make learning more engaging, accessible, and effective. Blended learning, which combines traditional face-to-face instruction with online and digital learning tools, has become a key focus for theUniversity aiming to meet the evolving needs of students and align with the National Education Policy (NEP) 2020. The University engages students with Learning Management Systems (LMS) like Google Classroom etc. LMS platforms are used by University teachers to host course content, assignments, quizzes, and assessments. They provide a centralized location for students and teachers to interact, share resources, and track learning progress. These systems support content formats, including videos, presentations, readings, and discussion forums, making learning accessible anytime and anywhere. Some video conferencing tools like Zoom, Microsoft Teams, Googlemeet allow synchronous (live) learning, where students and teachers interact in real-time, mimicking a classroom environment. These tools facilitate virtual lectures, group discussions, and one-on-one tutoring. Interactive Content Creation Tools like Kahoot! allows teachers to create interactive quizzes, games, and multimedia content to help make lessons more engaging and dynamic. These tools enhance student participation and cater to different learning styles. The University's efforts towards blended learning are that the students can earn 8 credits through the online MOOCs platform during a four-year B.Tech degree program. The University is planning to start M.Tech. by Research program from the academic year 2024-25 wherein the students are allowed to complete 20% Credits from online MOOC courses as per their interest.

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	59

File Description	Documents
Data Template	[View File](#)

1.2 Number of departments offering academic programmes	16

2.Student

2.1	15452

Number of students during the year

File Description	Documents
Data Template	[View File](#)

2.2

Number of outgoing / final year students during the year:

3805

File Description	Documents
Data Template	[View File](#)

2.3

Number of students appeared in the University examination during the year

13849

File Description	Documents
Data Template	[View File](#)

2.4

Number of revaluation applications during the year

0

3.Academic

3.1

Number of courses in all Programmes during the year

1675

File Description	Documents
Data Template	[View File](#)

3.2

Number of full time teachers during the year

284

File Description	Documents
Data Template	[View File](#)

3.3

Number of sanctioned posts during the year

727

File Description	Documents
Data Template	\underline{\text{View File}} View File

4.Institution

4.1	**7058**
Number of eligible applications received for admissions to all the Programmes during the year	

File Description	Documents
Data Template	View File

4.2	**2017**
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

4.3	**162**
Total number of classrooms and seminar halls	

4.4	**3211**
Total number of computers in the campus for academic purpose	

4.5	**11569**
Total expenditure excluding salary during the year (INR in lakhs)	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

Response: Delhi Technological University (DTU) is a non-affiliating, teaching and research University, committed to achieve excellence in Engineering, Science, Technology, Management and allied areas. The university since its inception in 1941 as 'Delhi Polytechnic',

renamed as 'Delhi College of Engineering' (DCE) in 1965 and reconstituted as Delhi Technological University in 2009, has served the nation and the global community, by providing trained manpower of highest quality in the field of engineering and technology, and, is globally recognized for its outstanding education, research and innovations.

The university offers various inter-disciplinary and industry-oriented programmes in Science, Technology, Management, and allied areas at Undergraduate, Postgraduate and Doctoral level. The focus of education at DTU is to enable students to face the wide-ranging changes taking place in the fields of technology, environment, and management with confidence.

The curriculum for all programmes is designed considering its relevance to the regional/national/global developmental needs with well-defined and informed learning objectives and outcomes of each program.

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

27

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

1975

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

316

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

27

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Response:The University has integrated the courses addressing cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics into the curricula for holistic development of the students. Wide variety of such courses are offered through Generic Elective Course and Foundation Electives (FECs) courses. Also, various cocurricular activities are organised by several societies like Cultural/ Literary / Technical Society, SPIC MACAY etc. Additionally, to contribute towards Sustainable Development Goals university has established

-Centre of Excellence in Energy transition to support and encourage all research initiatives and outreach programs related to energy transition in different sectors such as industrial processing, manufacturing, and transportation.

-Centre of Excellence in Community Development and Research to develop the technologies for addressing community problems. Focussing on the central ideas of accessibility and affordability, the centre shall focus on frugal innovation to suggest cost-

effective solutions. This centre shall aim at community leaders to foster economic development, social inclusion, and environmental sustainability.

File Description	Documents
Upload relevant supporting document	[View File](#)

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

70

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

9282

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

7615

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	• All 4 of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

1.4.2 - Feedback processes of the institution may be classified as follows	• **Feedback collected, analysed and action taken and feedback available on website**

File Description	Documents
Upload relevant supporting document	[View File](#)

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

4558

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1615

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the studentsand organises special Programmes for advanced learners and slow learners

Assessing Learning Levels

The initial step in addressing the diverse learning needs is to accurately assess the learning levels of students.

1.Formative Assessments: These are conducted regularly throughout the academic term. They include quizzes, assignments, and interactive activities that provide ongoing feedback.

2. Continuous Evaluations: This involves a holistic approach where teachers observe and record student performance during regular classroom activities, participation in discussions.

Identification of slow and advanced learners: It is important for tailoring teaching methods and support strategies to meet the needs of each group.

1. Academic Performance and Assessment

Continuous Evaluation

Mid Semester Examinations

Assignment and quizzes

2. Classroom Observation

3. Mentor Evaluations

Special Programs for Advanced Learners

Advanced learners require additional challenges beyond the standard curriculum to remain engaged and motivated:

1.Enrichment Programs: These programs provide advanced learners with opportunities to delve deeper into subjects of interest through advanced coursework, special projects, and research opportunities.

2.Acceleration: Advanced learners may be allowed to progress at a faster pace.

Special Programs for Slow Learner

Slow learners require a different approach, focusing on reinforcing foundational knowledge and providing tailored support to help them catch up with their peers.

Remedial Programs

Counseling and Support Services

Summer school

Adaptive Learning Technologies

File Description	Documents
Upload relevant supporting document	[View File](#)
Link For Additional Information	**Nil**

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
13669	**284**

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

The academic modules for various programmes in DTU are tailored to give a holistic learning experience to the students. Innovative teaching strategies are employed that encourage students to participate and contribute to the learning experience of their peers. The university employs various innovative methodologies to enhance students' learning experiences:

Experiential Learning

In Experiential learning students gain knowledge/skills through direct experience. This approach bridges the gap between theoretical knowledge and practical applications.

Key Aspects:

1.Labs and Workshops:

2.Add-on Courses on latest technologies/advanced topics through

MOOCs

3.Internships and Industry Projects:

4.Major/ Minor Projects:

5.Field Trips and Site Visits:

Participative Learning

Participative learning involves students actively learning, promoting engagement, collaboration, and critical thinking. This approach transforms students from passive recipients of information to active participants in their education.

Key Aspects:

1.Group Discussions and Debates

2.Team Activities

3.Workshops and Seminars

4.Annual Tech and cultural Fest

5.Presentation and publishing of papers in conferences and journals

Problem-Solving Methodologies

Problem-solving methodologies focus on developing critical thinking and analytical skills by challenging students with real-world problems. This approach prepares students to tackle complex issues systematically and effectively.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

At DTU, integrating Information and Communication Technology (ICT) has significantly enhanced the teaching and learning experience. The university provides faculty with a desktop, laptop, and uninterrupted internet service to ensure the access of ICT tools and seamless access to online resources and communication platforms.

Faculty members of the university uses Google Classroom, Google Form, Google Meet and Zoom to conduct online sessions, share resources and conduct quizzes. A wide range of e-resources such as e-Journals, e-Books etc. are available for access to students and faculty in the university. Supportive Tools like Grammarly and Turnitin are also provided by university to ensure the quality and academic integrity of project reports/thesis.

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

284

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

284

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

228

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

3489

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

21

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

21

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

0

File Description	Documents
Upload relevant supporting document	View File

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Report attached in the supporting documents

File Description	Documents
Upload relevant supporting document	[View File](#)

2.5.4 - Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Yes, Proof attached in the supporting documents

File Description	Documents
Upload relevant supporting document	[View File](#)

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

Yes, Proof attached in the supporting documents

File Description	Documents
Upload relevant supporting document	[View File](#)

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

3620	

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

http://www.dtu.ac.in/Web/IQAC/naac/naac.php

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Policy for promotion of research which is uploaded on the institutional website
(https://www.dtu.ac.in/Web/About/ResearchPolicy.pdf) and implemented

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

499.30

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

115

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery	A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

1054.86

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

897.86

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

29

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Currently, we have the following offices that execute programs related to the innovation ecosystem, which gives opportunities and various support like funding, mentoring, etc., for students and faculties of DTU and outside DTU. DTU Innovation and Incubation Foundation, Intellectual Property Right Cell, and Institute Innovation Council have established three central units. The innovation policy of DTU is https://www.dtu.ac.in/Web/quick_links/ARIIA/DTU_ISP_2022.pdf.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

`31`

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

`31`

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

`19`

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc) 3. Plagiarism check 4. Research Advisory Committee	`A. All of the above`

File Description	Documents
Upload relevant supporting document	[View File](#)

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website	A. All of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

23

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

147

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

2036

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

315

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS	**E. None of the above**

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
66353	**39872**

File Description	Documents
Any additional information	**No File Uploaded**
Bibliometrics of the publications during the year	[View File](#)

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
95	**70**

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View File](#)
Any additional information	**No File Uploaded**

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

Institution has a policy on consultancy including revenue sharing between theinstitution and the individual and encourages its faculty to undertakeconsultancy is available on the weblink given below:

http://www.dtu.ac.in/Web/quick_links/consultancy_rules/Consultancy%20Sponsored%20Rules%20DTU%202015.pdf

http://www.dtu.ac.in/Web/quick_links/bom.php

File Description	Documents
Upload relevant supporting document	[View File](#)

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

1062.94

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

The extensive range of extension activities, from "National Conference on Social Responsibility of Educational Institutions in Context of NEP-2020" to initiatives like "Swach Bharat," "Karuna," and "PEHCHAN," plays a transformative role in sensitizing students to pressing social issues. These programs emphasize values like compassion, inclusivity, and responsibility while fostering a holistic development ethos. Activities addressing cyber safety, menstrual hygiene, climate change, and mental health awareness enable students to engage deeply with societal challenges. Furthermore, initiatives like "Empowering Young Minds," "Bridging the Gap," and "Avlokana Career Insights for Youth" promote skill-building, career readiness, and empathy. By integrating civic engagement with hands-on learning—through drives for "Abandoned Senior Citizens," environmental conservation, and more—students cultivate critical thinking, leadership, and a commitment to societal welfare. Collectively, this diverse spectrum of initiatives enhances awareness, enriches experiences, and molds socially conscious, well-rounded individuals.

File Description	Documents
Upload relevant supporting document	View File

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

77

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

3195

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

6

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

30

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

INFRASTRUCTURE AND LEARNING RESOURCES

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4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc. The library has a well-equipped conference hall, reading rooms, and a rich collection of relevant books and journals. DTU has an EDUSAT Studio utilized for recording of lectures, events, and talks. Also, DTU has a wireless network connecting the computer centre, the academic wings, the administrative block, and the hostels on a common platform. The students have access to high-speed internet services. The university has a well-equipped centralized computer centre to cater to the needs of highly creative intellectual students and faculty community. The centre possesses HP and Dell high performance servers, along with Intel core i5 and i7 computer systems in its labs. A multipurpose hall named Raj Soin Hall provides facility for organizing various programs/activities eg; academic, cultural, technical activities sports, for 3000 people.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports, gymnasium, yoga centre, auditorium, etc.

The Department of Physical Education and Sports has established systems for maintaining and utilising physical, academic and support facilities - sports complex, wherein we have:

1

Indoor Hall for Badminton and Table Tennis

2

Kabaddi Court

3

Basketball court

4

Athletics Track

5

Lawn Tennis court

6

Outside Badminton court

7

Volleyball court

8

Cricket ground

9

Football ground

For cultural activities and activities related to yoga we have auditorium and open air theatre: Multipurpose Lecture Theatre Cum seminar hall (B. R Ambedkar Auditorium); Open Air Theatre; Raj Soin Hall

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.3 - Availability of general campus facilities and overall ambience

Delhi Technological University (DTU) is a prominent institution in the fields of education, research, and technical innovation, offering exceptional infrastructure that provides both academic and holistic growth. With a total area of 163.87 acres of land at Main Campus and 2.06 acres at East Campus, including 74.645 acres specifically designated for academic infrastructure.

Total Land Available:163.87 Acres (663154.03 Sq. m.)

- **Area For Road Widening:1.13 Acres (4572.92 Sq. m.)**

- **Net Area:162.74 Acres (658581.11 Sq. m.)**

- **Academic:302078.7 Sq. m. (46%)**

- **Residential & Hostels:165561.78 Sq. m. (26%)**

- **Green/Open:92153.47 Sq. m. (13%)**

- **Sports and Cultural:98787.17 Sq. m. (15%)**

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

2131.6

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Yes, the Library is automated using an Integrated Library Management System (ILMS) and has

digitization facility.

? Name of the ILMS software: KOHA

? Nature of automation: Fully Automated

? Version: v3.55

? Year of automation: 2004

The library is central place for academic and research activities. The library has a very richcollection of print as well as electronic books and journals satisfying the information needs of the faculty and students. The library updates regularly by way of adding new literature in the form of textbooks, referencebooks, reports, proceedings, abstracts and indexes, encyclopedias, data books, standards (Nationaland International), Journals and database. There are 230087 books, 83505 e-journals, 1336 e-books, 32237 Proceedings (IEEE), 4605 Standards, and 993 Manuscripts in the library. Apart fromadding the new literature, the basic literature is also procured for the new programs along with thecurrent one. Some new sections and services are also being started to make the library services ofISO 9001 standard.

Turnitin anti-plagiarism software is also available to maintain academic integrity, making it a critical tool for faculty and students in research work. The DTU library is effectively utilized by both faculty and students for academic and research purposes.

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

448.7

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

`4345`

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

`162`

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

`Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility Technology Upgradation (overall) and IT infrastructure updated with latest technology network switches. There are 235Desktop Computers in 2 Labs at Computer Centre. SOP is attached from page no. 105-132`

`SOP for Computer centre: https://www.dtu.ac.in/Web/IQAC/pdf/sop.php`

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
`14349`	`3211`

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)	• `?1 GBPS`

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

`A. All of the above`

File Description	Documents
Upload relevant supporting document	[View File](#)
Upload the data template	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

`898889160`

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

`The university maintains its physical, academic, and support facilities through established systems and procedures. A dedicated maintenance department oversees infrastructure like buildings, classrooms, labs, hostels, and sports facilities. Electrical assets, including generators, lighting, and solar panels, undergo regular preventive and annual maintenance. Campus security, surveillance, and firefighting equipment are managed by the Security Office and Engineering Cell. Teaching aids such as projectors and computers are maintained by the Engineering Cell and Computer Centre. All procurement and maintenance activities follow Standard Operating Procedures (SOPs) supervised by central and departmental committees.`

`The library provides open access to its collection with guides for navigation, multiple workstations for OPAC and e-resources, and facilities for downloading and printing. The university's computer`

center supports email services, internet access, website maintenance, desktop repairs, and cybersecurity.

Sports facilities are managed by the Director of Physical Education, and health services by the Officer In Charge (OIC) of the DTU Clinic, handling maintenance requests from students and faculty.

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

2444

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

1200

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology	**A. All of the above**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	• **All of the above**

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

90

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

1816

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

186

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

97

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

The Student Council at Delhi Technological University (DTU) fosters student engagement and ensures representation in academic and administrative decision-making. It encompasses the Cultural, Technical, and Sports Councils, each contributing uniquely to university life.

The Cultural Council organizes diverse events, including "Engifest," one of India's largest college fests. Promoting participation in music, dance, theatreand art nurtures creativity, leadershipand teamwork, enriching campus life.

The Technical Council drives innovation through techfests, hackathons, workshopsand technical clubs. These initiatives enhance students' employability by bridging theoretical knowledge with

practical application.

The Sports Council emphasizes physical well-being and sportsmanship, organizing intra- and inter-college competitions, including "Aahvaan," DTU's annual sports fest. These events build teamwork, resilience, and leadership.

Beyond these roles, the council represents student interests in academic and administrative bodies, influencing curriculum development, welfare policies, and campus regulations. It bridges students and administration, communicating concerns about policies, finances, and hostels while disseminating information transparently.

The Student Council is pivotal in enhancing students' academic, personal, and professional growth, fostering a vibrant and inclusive university environment.

File Description	Documents
Upload relevant supporting document	[View File](#)

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

9

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

Delhi Technological University (DTU), formerly Delhi College of Engineering, has a legacy spanning over 82 years, producing globally renowned engineers and technologists. DTU actively collaborates with leading universities and industries, both in India and abroad. Distinguished alumni include Dr. Raj Soin (1969 batch), Founder of Soin, LLC, who donated ?5 crore for constructing Raj Soin Hall. Dr. Yogi Goswami, inventor of the Goswami thermodynamic cycle and Florida Inventors Hall of Fame inductee, contributed $100,000 to establish the Centre for Energy & Environment at DTU. Dr. Durga Das Agrawal (1967 batch), CEO of Piping Technology & Products, Inc.,

donated $5,000 for scholarships.

Shri Vinod Dham (1971 batch), known as the "Father of the Pentium Chip," committed ?1 crore for the Vinod Dham Centre for Semiconductor Research. Vijay Shekhar Sharma (1998 batch), founder of Paytm, donated ?2 crore, supporting electric vehicle technology and rural digital literacy initiatives. DTU's Office of Alumni Affairs has received over ?1.6 crore for medals and scholarships. Scholarships range from ?60,000 to ?1,00,000 annually, with one perpetual scholarship by Suraaj Bhatia (1969 batch), providing ?6,000 monthly. Rising fees necessitate increased scholarship funding to support future students effectively.

File Description	Documents
Upload relevant supporting document	[View File](#)

5.4.2 - Alumni contribution during the year (INR in Lakhs)

`A. ? 5Lakhs`

File Description	Documents
Upload relevant supporting document	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

The vision, mission, quality policy and core values of Delhi Technological University have been clearly stated and are published on the university website.
https://www.dtu.ac.in/Web/About/vision.php

Since its inception, DTU is committed to impart quality education in the quest towards academic and research excellence for achievement of its vision and mission.

DTU with its dynamic leadership, effective governance and competent faculty is responsive and adaptable to the changing and evolving educational landscape as per the New Education Policy 2020. Further, the Leadership ensures the compliance of academic and administrative procedures along with the continual improvement through systematic audits by the Quality Assurance Framework (Internal Quality

Assurance Cell).

The Vice Chancellor along with the Registrar, Deans and Head of the Departments steer the University towards the fulfilment of its vision and mission. The faculty and staff members are involved by the University in developing and implementing the management system at various levels.

The University has in place the institutional mechanisms which cater to the needs of different stakeholders. These bodies are structured at different levels, namely the Academic Council, Student Council, Board of Management, and the University Court. Each level represents a diversity of stakeholders, both from within and outside the University system.

File Description	Documents
Upload relevant supporting document	View File

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

University promotes a culture of decentralization and participative management in its academic and administrative functioning by involving the stakeholders at all levels. In order to ensure that the principles of decentralization and participative management are practiced, the university has laid down a well-defined organisational structure.

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The strategic plan 2019-30 aims to provide a roadmap in form of resolutions, aims and actions in line with the vision and mission of the university.http://www.dtu.ac.in/Web/About/StrategicPlan.pdf

Following major accomplishments have been made by the university in line with the strategic plan:

- **The University School of Management and Entrepreneurship (USME)**

USME was initiated to foster an interdisciplinary environment.(https://www.dtu.ac.in/Web/Departments/eastcampus/usme/usme.php).

- **DTU Innovation and Incubation Foundation**

DTU Innovation and Incubation Foundation established in 2017, pursuant to subsection (2) of section 7 of the Companies Act, 2013 and rule 8 of the Companies (Incorporation) Rules, 2014. (https://dtuiif.co.in/).

- **Office of International Affairs**

The International Affairs office of the university is established in 2017 and has been assigned the responsibility of enhancing international collaboration. (https://intaffairs.dtu.ac.in/).

- **Extension and Outreach Activities**

The university has established the Center of Outreach & Extension Activities in 2018. (https://dtu.ac.in/Web/coea/about/index.php):

- **Research Initiatives**

The cash awards are given to researchers in the recognition of importance of the published research work and to motivate the individual excellence in research.

Research Project Grant to the faculty (https://www.dtu.ac.in/Web/About/research.php).

- **Infrastructure**

The university has set up two new eight-story academic buildings, two new AC hostels, a Creche facility and a multi-purpose Hall namely Raj Soin Hall.

File Description	Documents
Upload relevant supporting document	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Delhi Technological University (DTU) ensures effective operations through a clear organizational structure and detailed job descriptions. The university adheres to its Quality Policy and objectives, available on its website. DTU operates under the University Act, Statutes, and Ordinances in managing academic and administrative matters. http://www.dtu.ac.in/Web/About/quality.php

Stakeholder involvement is integral, with the University Court chaired by the Chancellor/Lt. Governor of NCT of Delhi, and includes representatives from various sectors such as academia, industry, regulatory bodies, and the University Grants Commission. The Board of Management (BoM), the principal decision-making body, ensures representation from academia, industry, government, and university staff, with decisions made by consensus or majority if needed. BoM meeting minutes are publicly accessible at https://www.dtu.ac.in/Web/quick_links/bom.php.

The Academic Council (AC) oversees academic affairs and includes representatives from all stakeholders, including faculty, external experts, and student representatives from undergraduate and postgraduate programs. The AC is responsible for approving new academic programs, syllabi, faculty recruitment policies, and regulations.

Additional committees, such as the Admission and Examination Committees, support the university's operations. Standard Operating Procedures (SOPs) are outlined for various departmental processes, accessible on the university's website.
http://www.dtu.ac.in/Web/IQAC/pdf/sop.php

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation 1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination**	A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

Delhi Technological University is having a transparent and highly effective Performance Appraisal system; as per the guidelines prescribed by the AICTE/UGC, to facilitate the holistic approach towards the overall professional development of an individual (Teaching and Non-teaching staff) by providing them an opportunity to "self-appraise" their efforts in a time bound manner towards performing their assigned work, teaching-learning and evaluation-related activities; co-curricular; extension; professional development-related activities and research and academic contribution. It provides the fair opportunity to an individual in securing the higher hierarchical position in the organization, enabling them to shoulder greater responsibility in the organization. The faculty member is required to secure a specific number of marks during the assessment period, in Academic Performance Indicators(API) to be eligible for the promotion to the higher level, as per the point matrix provided by the University.

File Description	Documents
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

203

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

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105	

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**View File**

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

155	

File Description	Documents
Upload the data template	**View File**
Upload relevant supporting document	**View File**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Policy on Financial Resource Mobilization

Delhi Technological University, being a Delhi government funded University, mobilizes its financial resources through the following sources:

1. **Grant-in-aid**
2. **Tuition Fees**
3. **Endowments**
4. **Interest and dividend**
5. **Miscellaneous Sources**

As an example, the Sources of Revenue for the year 2022-23 is-

1. **Grant-in-aid: University receives grant-in-aid from the Govt. of NCT, Delhi.**
2. **Tuition Fees: The tuition fee is one of the major sources for the University. The fee is fixed for each batch of students at the time of their admission and it is communicated to the students through the admission brochure. It is also displayed on the university website.**
3. **Endowments: A noteworthy development in recent years is the generous contribution from alumni and other donors. Some of**

the notable donors are listed in the table.
    4. Interest and Dividend
    5. Miscellaneous fund: It includes funds from non-government
       sources, hostel fee, project grants (from CSIR, ICAR, DST,
       AICTE, DBT, CCRUM and other funding agencies), consultancy,
       etc. for the execution of various Research Projects and
       Schemes.

Approximate income under each heading in the financial year 2022-23:

Tuition and Other fee: Rs. 1,836,103,018.83

Grant in aid: Rs. 410,000,000.00

Interest and dividend: Rs. 33,836,944.00

Miscellaneous fund: Rs. 208,114,852.88

File Description	Documents
Upload relevant supporting document	[View File](#)

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

1475

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.4.3 - Funds / Grants received from non-government bodies, individuals,philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

20

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.4.4 - Institution conducts internal and external financial audits regularly

The accounts of the University are audited regularly through internal and external audits by:

1. Chartered Accountant of the University
2. Dte. of Audit, Govt. of NCT of Delhi
3. Comptroller & Auditor General of India

The Internal Audit Office of the Universityconducts the Annual Audit of all its departments and offices.Periodical audit of different Departments, Centres, offices/units, hostels, and University maintained institutions to watch the compliance of financial rules and effectiveness of expenditure incurred. The University prepares its Annual Accounts and Balance Sheet and submits these documents for external Audit by Govt. of Delhi.The Government Audit team of Govt. of Delhiconducts the audit of the Annual Accounts of the University and issues a Separate Audit Report (SAR) on the Annual Accounts which along with the statement of accounts is presented.External Audit of the University is conducted by the Institute of Chartered Accounts of India, Comptroller and Auditor General of India. Audit observations, if any are addressed and action is taken on the observations contained in the audit report. After providing comments on it, forwarded these reports to DTTE for placing the same before the Legislative Assembly.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

IQAC has been committed to ensuring the quality of all processes and procedures followed at the Delhi Technological University. IQAC has been involved in the institutionalization, improvement and provision of periodic feedback/action on the following policies: Conduction of Academic and ISO Audits Conduction of NBA Accreditations for the Departments of the University Ensuring the implementation of Outcome Based Education Feedback Collection from various Stakeholders and Review of Action Taken Reports based on annual feedbacks Maintenance of University Data as a Nodal Center for Quality Assurance Organization of inter and intra institutional seminars on quality related themes Collection of the data relevant to Institutional Ranking Parameters Creation, record-keeping and implementation of a

well-defined SOP for all policies implemented in the University.

The IQAC has taken several initiatives to ensure the implementation of outcome based education, and its quality assurance by means of measurable indices. IQAC has detailed the methods for the calculation of the attainment of course outcomesand program outcomesfor the various courses of the University. In addition, guidelines for the preparation of a good quality question paper have been formalized, along with the detailed guidelines for calculation of a question paper's adherence index to justify its adherence.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	A. Any 5 or all of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting documnent	[View File](#)

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

Several quality assessment schemes and quality enhancement workshops are conducted regularly (details are enclosed in excel format). The following measures ensure quality driven measures to increase the national and international credibility of the university:

1. Timely promotion of faculty under CAS and new faculty recruitment.

2. Emphasis on research and innovation resulted in consistent increase in research publications, citations and h-index of the

University.

3. Increase in number of foreign national students.

4. Signing of MoUs with international Universities.

5. The alumni, enrolled students and teachers along with external experts, form a part of the Board of studies of each department, such that they actively interact in all academic reforms and quality improvement.

6. Academic and administrative audit is systematically conducted

7. Publication of annual report of DTU for the each academic year

8. Feedbacks of the students, alumni, parents and employers, are actively sought for curriculum revision.

9. The University organizes convocation ceremony for the students on a regular basis. The parents are also invited to the ceremony. It provides a very enriching platform for the association among the parents and teachers.

10. Based on recommendations of all stake holders, university initiates the process of introduction of new programs that are implemented only upon approval of the competent authority.

Internal Quality Assurance System Details

- Submission of Data for AISHE portal Yes
- Participation in NIRF Yes
- ISO certification Yes
- NBA or any other quality audit Yes

File Description	Documents
Upload relevant supporting document	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution has undertaken several initiatives to promote gender equity, fostering an inclusive, safe, and empowering environment. A Gender Audit has beeen initiated to assess gender inclusivity and

identify areas for improvement, leading to the implementation of targeted measures. International Women's Day was celebrated with workshops, talks, and cultural events, highlighting achievements and promoting discussions on gender equality. An International E-Symposium on Women in Science provided a platform for women scientists to share experiences, inspiring participation in STEM fields and emphasizing diversity in science. A Panel Discussion on Empowering Women and Child Development brought together experts to address critical issues, encouraging strategies for equitable societal development. During Vigilance Week, sessions on the Prevention of Sexual Harassment at the Workplace were conducted, focusing on legal frameworks, institutional policies, and best practices to ensure a harassment-free environment. Furthermore, a One-Day Workshop on POSH (Prevention of Sexual Harassment) was organized to raise awareness among faculty, staff, and students about their rights and responsibilities, fostering a culture of respect and support. These activities aimed to address the challenges faced by women while promoting awareness, empowerment, and inclusivity within the institution. By integrating these measures into its culture, the institution ensures that gender equity is not just a principle but a practice, enabling everyone to thrive in a safe and supportive community.

File Description	Documents
Upload relevant supporting document	[View File](#)
Annual gender sensitization action plan(s)	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	Nil

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institution has implemented a robust waste management system to address various types of degradable and non-degradable waste. A 1 TPD waste-to-energy plant, operational since May 2019, converts organic waste into biogas and electricity, contributing to sustainable energy generation. For liquid waste management, a 1 MLD Sewage Treatment Plant has been functional since May 2019, effectively treating sewage for reuse in horticulture and cleaning purposes. Biomedical waste is handled with strict adherence to protocols through a registered Biomedical Waste Management Agency, ensuring safe disposal. E-waste management is facilitated through systematic auctioning on the MSTC platform, guaranteeing regulated disposal and recycling. Construction and demolition waste is directed to the nearest C&D Recycling Facility, supported by proper documentation to ensure compliance with environmental standards. Additionally, the institution promotes a waste recycling system by integrating treated water into landscaping and cleaning processes. Rainwater harvesting is practiced campus-wide to recharge groundwater levels, enhancing water conservation efforts. While there is no hazardous or radioactive waste generated on campus, these proactive measures reflect the institution's commitment to sustainability, environmental protection, and responsible waste management practices.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	**A. Any 4 or All of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions/awards** 5. **Beyond the campus environmental promotional activities**	**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons	**A. Any 4 or all of the above**

**with disabilities: accessible website, screen-reading software,mechanized equipment, etc.
Provision for enquiry and information:
Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

DTU demonstrated its commitment to fostering an inclusive environment by organizing a diverse range of events and initiatives that promoted tolerance, harmony, and understanding across cultural, regional, linguistic, communal, socio-economic, and other diversities. Events like VoA Wildlife Sanctuary Visit and India:2050 highlighted the importance of environmental and futuristic consciousness, fostering collective responsibility. Awareness programs such as Cancer Awareness & Palliative Care Sensitization, Karuna: Uniting for AIDS Awareness, and initiatives on drug abuse emphasized empathy, social responsibility, and health awareness. Efforts like Environmental Cleanliness Drive'23 and Mottainai encouraged sustainability and respect for shared spaces. Cultural and social inclusion was further promoted through unique activities like Storytelling, the Feeding Drive'23, and the Heartware Workshop: Unveiling the Layers of Relationships, which emphasized human connection and understanding. The Seminar on International Day of Happiness: Living a Purposeful Life and the Retreat Camp at Satkol, Uttarakhand facilitated mindfulness and harmony. Academic and sustainability initiatives, including SOS DTU 2023: International Seminar on Sustainability and PRARAMBH: Attention in the Age of Distraction, nurtured intellectual growth and focus. The Peace Meditation Camp: 2 Days for Yourself provided a platform for personal reflection and mental well-being, fostering a sense of inner and communal peace.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

DTUemphasizes sensitizing students and employees to their constitutional obligations as citizens of India. This is done through integrating constitutional values, rights, and duties into daily activities and curricula, such as courses like FEC4 (National Service Scheme) and FEC43 (Public Administration). Commemorative Days such as Republic Day and Independence Day and many more are celebrated with civic programs, while extension activities through FEC52 engage students in community outreach. Awareness campaigns address social issues like gender equality and environmental conservation. A strict code of conduct, reflecting constitutional values, is enforced for all. Democratic processes are promoted in governance, and programs foster secularism and respect for diversity. The institution also provides support to marginalized groups through the Equal Opportunity Cell, ensuring equal opportunities. These efforts aim to develop graduates who are academically proficient and socially responsible, committed to their constitutional duties.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized	All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

"DTU actively celebrates national and international commemorative days and organizes events that reflect its dedication to cultural, academic, and social enrichment. The university observes significant days such as Republic Day, Independence Day, Gandhi Jayanti, Engineers Day, and International Women's Day, fostering national pride and respect for historic figures like Mahatma Gandhi and Sir M. Visvesvaraya. Academic and cultural events further augment the institution's vibrant ecosystem. Celebrations such as National Science Day, International Yoga Day, and World Environment Day,

World Entrepreneurship Day highlight the university's focus on intellectual growth and sustainability. The annual Convocation Ceremony is a pivotal event where graduating students pledge their dedication to the nation's welfare, reinforcing a commitment to societal and professional responsibilities. DTU hosts a range of festivals and programs, including literary and film festival, technical conclaves, and cultural festival, celebrating regional and global diversity. Events like Renaissance, the Annual Cultural Fest, and Engifest provide a platform for students to showcase talent, creativity, and leadership."

File Description	Documents
Upload relevant supporting document	[View File](#)

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

Centre for Community Development and Research at Delhi Technological University (DTU)

1. **Objectives of the Practice**

   - Focuses on local community problems and their technical solutions.
   - Uses frugal innovation to find cost-effective solutions.
   - Works on projects that require expertise in multiple domains.
   - Aims to undertake project funding from industry under CSR.

1. **The Context**

Implementing and designing a practice for CCDR can be transformative but will inevitably face several challenges. Here is an overview of key issues and considerations:

   - Understanding Local Community Needs
   - Contextualizing Frugal Innovation
   - Balancing Cost-Effectiveness with Quality
   - Bridging Expertise in Multiple Domains
   - Sustainability and Long-Term Impact
   - Managing Resource Constraints
   - Ethical and Social Considerations

1. The Practice

The practice of CCDR focuses on addressing local community problems by combining interdisciplinary expertise, technical solutions, and frugal innovation. It is a collaborative approach that places the community at the heart of the design and research process, ensuring solutions are both relevant and sustainable.

- Focus on Local Community Problems
- Frugal Innovation
- Interdisciplinary Collaboration
- Focus is on sustainable livelihoods
- Sustainability and Scalability

1. Evidence of Success

- Conducted one Hackathon
- Conducted one Ideathon
- Conducted Three days training programs

Three days training program on "Solar Thermal Systems"

Three days training program on "Operation and Maintenance of Solar Photovoltaic Systems"

1. Problem Encountered

- Community Engagement Challenges
- Resource Constraints
- Interdisciplinary Collaboration

1. Resources Required

- Financial Resources
- Human Resources
- Infrastructure and Tools
- Knowledge and Training Resources
- Partnerships and Networks
- Monitoring and Evaluation Tools

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within

a maximum of 200 words)
Delhi Technological University (DTU) has consistently demonstrated excellence in education, research, and innovation, adapting to challenges such as the Covid-19 pandemic by becoming one of the first institutions in India to conduct AI-proctored online assessments. The university's commitment to holistic learning is further evident in initiatives like the Faculty Development Programme on Universal Human Values and the launch of ""Paryavarnam,"" an e-newsletter on environmental engineering. DTU has undertaken community-oriented activities such as mentoring under the "Desh Ke Mentor Program" and organizing webinars on Covid-19-related challenges. In collaboration with Delhi Police, students provided basic computer training to juveniles, reflecting DTU's dedication to social responsibility. The Lab-on-Wheels program and internship initiatives with Delhi Police further demonstrate the university's engagement with the wider community. The university's research prowess is globally recognized, with 18 professors ranked among the world's top 2% of scientists by Stanford University. DTU has also incubated over 60 startups and improved significantly in national rankings, securing Overall Rank: 66th; University Rank: 48th; Engineering Rank: 27th in NIRF 2024. This growth and recognition showcase DTU's commitment to fostering academic, research, and societal advancements.
7.3.2 - Plan of action for the next academic year
Action Plan for 2024-25 aligns with the University's Vision and Mission: Education Enhancement: Innovate curriculum with interdisciplinary programs in AI, Data Science, and Green Technologies. Expand digital learning platforms, focusing on hybrid models and MOOCs. Strengthen student empowerment through mentorship and career counseling. Research Innovation: Foster collaborations with global institutions for high-impact research. Focus research on renewable energy, biotechnology, and smart cities. Increase funding and support for research grants and intellectual property. Innovation and Entrepreneurship: Strengthen the Technology Business Incubator (TBI) and provide seed funding for startups. Enhance industry engagement for co-innovation, internships, and placements. Inspire entrepreneurial skills through

hackathons and workshops. Faculty and Staff Development:

Provide continuous learning on new pedagogies, research techniques, and technologies. Attract and retain high-quality faculty and staff. Create a conducive environment for personal and professional growth. Infrastructural Development:

Invest in modern infrastructure and green campus initiatives. Ensure inclusivity with enhanced facilities for differently-abled individuals. Financial Sustainability:

Optimize resource allocation and explore new funding sources. Ensure efficient financial management for sustainability.