INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
DELHI TECHNOLOGICAL UNIVERSITY
U-0098

Delhi
Delhi
110042

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION		
1.Name & Address of the institution:	DELHI TECHNOLOGICAL UNIVERSITY Delhi Delhi 110042	
2.Year of Establishment	2009	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	16	
Programmes/Course offered:	58	
Permanent Faculty Members:	284	
Permanent Support Staff:	178	
Students:	14561	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Very Strong Alumni Engagement for the betterment of DTU 2. Introduction of Minor courses to encourage multidisciplinary education 3. Impressive activities under social responsibilities	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 05-06-2025 To : 07-06-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. N V S N SARMA	Director of Centrally Funded Institutions (IIT/NIT/IIIT/CU/ISER etc.,),Indian Institute Of Information Technology Tiruchirappalli
Member Co-ordinator:	DR. G R ANGADI	Professor of Universities/Colleges at level 14 of 7th CPC,Central University Of Karnataka, Kalaburagi - 585367
Member:	DR. PURVA KANSAL	Professor of Universities/Colleges at level 14 of 7th CPC,University Business School, Panjab University
Member:	DR. KHUSHPAT JAIN	Professor of Universities/Colleges at level 14 of 7th CPC,Sydenham College Of Commerce And Economics (A Constituent College Of Dr. Homi Bhabha State University, Mumbai)

Section I:GENERAL INFORMATION

Member:	DR. SURESH BABU A	Professor of Universities/Colleges at level 14 of 7th CPC,Anna University
Member:	DR. ALOK KUMAR SINGH KUSHWAHA	Professor of Universities/Colleges at level 14 of 7th CPC,Guru Ghasidas Central University, Bilaspur, Chhattisgarh-495006
Member:	DR. ATUL PATEL	Dean,Charotar University of Science and Technology
NAAC Co - ordinator:	Dr. Devender S Kawday	

Section II:Metric and Criterion Analysis	
Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)	

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QlM	**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University**
	The university's curriculum design and development process to be well-organised, inclusive, and aligned with broader educational goals. The institution has clearly laid out a mechanism to identify academic programs through a need-based approach. This includes collecting inputs from parents, students, industry, and society—ensuring that the programs address not only academic interests but also regional and national requirements.
	The linkage between the university's and department's vision and mission to the actual curriculum is evident. The structure effectively connects the Programme Educational Objectives (PEOs), Programme Outcomes (POs), and Course Outcomes (COs), which are further mapped to ensure clarity of purpose and measurable learning outcomes. This reflects a conscious attempt to make the curriculum outcome-driven and student-focused.
	The university has established a system for regular feedback, gap analysis, and timely revisions. The involvement of the Departmental Board of Studies and Academic Council in approving curriculum changes ensures academic accountability and relevance. The emphasis on continuous improvement is also supported by the integration of technological and industrial advancements into the teaching-learning process.
	Moreover, features like value-added courses, minor specialisations, entrepreneurship components, and the use of MOOCs indicate a forward-looking academic environment. The adoption of the Choice-Based Credit System (CBCS) further enhances academic flexibility.
	The university demonstrates a mature and responsive approach to curriculum development. The processes in place are reflective of a sincere effort to prepare students for both local responsibilities and global challenges.
1.1.2 QlM	**The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**
	The university has taken notable steps to ensure that its academic programmes are designed with a strong focus on employability, entrepreneurship, and skill development. The curriculum structure, as presented, reflects a balanced integration of fundamental knowledge, contemporary subjects, and practical skill components, which are essential for preparing students for present-day industry demands and societal needs.
	The classification of courses into core (fundamental knowledge) and electives (contemporary knowledge) allows students to build a strong foundation while also exploring modern trends. This combination ensures that graduates are not only academically sound but also industry-ready. Furthermore, the curriculum gives equal importance to technical skills and soft skills, helping

	students enhance both their professional capabilities and interpersonal effectiveness. The dedicated segments for entrepreneurship development and skill-based learning within the curriculum indicate that the university is not just training job-seekers but also encouraging job-creators. Such initiatives are aligned with national objectives like Startup India and Skill India, which is commendable. It is also observed that the institution periodically revises its syllabi to incorporate evolving industry standards and technological advancements. This shows a clear commitment to keeping the curriculum relevant and updated. The university demonstrates a forward-thinking academic environment where employability, entrepreneurial mindset, and hands-on skills are embedded in course design. This approach ensures students are better prepared for dynamic career paths in both employment and self-employment sectors
1.3	Curriculum Enrichment
1.3.1 QlM	**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**
	The university has taken meaningful and well-structured steps to integrate cross-cutting issues like professional ethics, gender sensitivity, human values, environmental sustainability, and community engagement into its academic and co-curricular framework. This integration reflects a clear alignment with the National Education Policy (NEP) 2020 and the United Nations Sustainable Development Goals (SDGs). Several courses across disciplines explicitly cover themes such as Ethics and Technology, Gender and Technology, Environmental Economics, Corporate Governance, and Human Values. These subjects are not limited to theoretical discussion but are also accompanied by real-life activities, seminars, and workshops that help students connect classroom learning with societal needs. The university's Equal Opportunity Cell conducts awareness programmes on gender sensitivity and POSH (Prevention of Sexual Harassment) and has introduced supernumerary seats for female students, which is an appreciable step towards gender equity. The presence of dedicated daycare facilities for working women further indicates a gender-sensitive campus ecosystem. Initiatives like 'Lab on Wheels', community engagement through Operation Smile, NSS, and environmental seminars on waste management and pollution reflect strong efforts in social responsibility and sustainability. The Centre of Excellence in Sustainable Development further shows commitment to long-term environmental goals. Overall, it is evident that the institution's approach is not limited to academic delivery but also focuses on developing responsible, ethical, and socially-aware individuals. The framework adopted by the university is holistic and inclusive, addressing both national priorities and global concerns effectively

Qualitative analysis of Criterion 1

The university demonstrates a comprehensive and forward-thinking approach to curricular planning

and implementation. Academic programmes are designed through a structured need assessment that involves inputs from students, parents, industry, and society. The curriculum is regularly updated to incorporate evolving technological trends, industry demands, and national priorities, aligning with NEP 2020 and Sustainable Development Goals (SDGs). Emphasis is placed on employability, entrepreneurship, and skill development through value-added courses, core and elective offerings, and access to MOOCs. Cross-cutting issues such as gender sensitivity, ethics, human values, and environmental sustainability are well-integrated into both the curriculum and co-curricular activities. Mechanisms for curriculum revision are participatory and ensure continuous improvement. The presence of active cells, community initiatives, and centres of excellence reflects the institution's commitment to holistic development. Overall, the university's curricular framework is inclusive, responsive, and outcome-oriented, effectively preparing students for societal contribution and global competitiveness.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.2	Catering to Student Diversity
2.2.1 QlM	**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**
	Delhi Technological University (DTU) had implemented a comprehensive assessment strategy to identify the varying learning levels among its students and organised specialised programs tailored to both advanced learners and slow learners. This approach had enabled the university to foster an inclusive and supportive learning environment that catered to the diverse needs of its students. DTU had used a combination of diagnostic tests, formative assessments, and continuous evaluations to assess the learning levels of its students. Formative assessments, including quizzes, assignments, and interactive activities, had provided ongoing feedback about student progress and understanding. Continuous evaluations had involved a holistic approach, where teachers observed and recorded student performance during regular classroom activities, participation in discussions, and other non-academic indicators. The university had identified slow and advanced learners through academic performance and assessment, classroom observation, and mentor evaluations. DTU had offered several strategies to cater to advanced learners, including enrichment programs, University Student Internship Program (USIP), and acceleration. For slow learners, the university had provided remedial programs, counseling and support services, summer school, and adaptive learning technologies. DTU had ensured that each student received the appropriate support and challenges needed to maximise their academic potential. The university's commitment to an inclusive and supportive learning environment had enabled students to thrive and achieve their goals.
2.3	Teaching- Learning Process
2.3.1 QlM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT-enabled tools including online resources for effective teaching and learning process**
	Delhi Technological University (DTU) had employed student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies, to enhance the learning experience of its students. The university had also utilised ICT-enabled tools, including online resources, to facilitate effective teaching and learning. DTU had bridged the gap between theoretical knowledge and practical applications through experiential learning. Students had engaged in practicals and projects in well-equipped laboratories and workshops, undertaken internships and industry projects, and worked on major and minor projects. Field trips and site visits had also been organised to promote experiential learning. The university had encouraged students to participate actively in their education through participative learning. Group

	discussions, debates, team activities, workshops, and seminars had been used to foster skills such as teamwork, communication, and leadership. The annual tech and cultural fest had provided a platform for students to display their projects and showcase their creativity. DTU had developed critical thinking and analytical skills in its students through problem-solving methodologies. Case studies, project-based learning, hackathons, and competitions had been used to challenge students with real-world problems. The university had integrated ICT tools to enhance the teaching and learning experience. Faculty members had used Google Classroom, Google Form, Google Meet, and Zoom to conduct online sessions and share resources. A wide range of e-resources, including e-journals and e-books, had been available to students and faculty.
2.3.2 QlM	**The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**
	Delhi Technological University (DTU) had implemented an effective Mentor-Mentee Scheme to address academic and student-psychological issues. The university's primary goal was to ensure students' overall growth, well-being, and success. DTU had established a Mentor-Mentee relationship with students at several levels. The university had also provided financial aid and other resources to financially weaker students. The DTU Mitr Helpdesk had served as an information dissemination centre where students could submit their queries. The university had also provided hostel facilities for non-resident Delhi students, with wardens and staff facilitating assistance. Additionally, DTU had partnered with YourDost Health Solution Pvt. Ltd. to provide emotional and mental well-being support to students. The mentoring process had involved pairing a faculty member with a set of students, with scheduled meetings and timings allocated. The mentors had counseled and guided students, tracking their academic performance and co-curricular activities. The mentoring program had promoted academic excellence, self-esteem, and personal growth among students. The Mentor-Mentee Scheme had been effective in supporting students' academic and personal needs. The program had helped to establish a personal rapport between students and teachers, ensuring that students received the necessary guidance and support.
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	**The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**
	Education (OBE), focusing on clearly defined expected learning outcomes for students. The university had designed its curriculum, instruction, and assessment to ensure students achieved predefined learning outcomes. DTU had framed Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) through departmental deliberation and stakeholder consultation. POs described professional accomplishments, while PSOs outlined specific qualities and skills graduates must possess. COs were direct statements describing essential knowledge and abilities students should acquire upon completing a course. The university had widely publicised POs, PSOs, and COs through various means, including departmental webpages, notice boards, and faculty meetings. Heads of Departments, faculty members, and mentors had created awareness among students about the importance of attaining these outcomes. DTU had used a set of performance evaluation criteria to assess COs quantitatively, providing evidence of PO and PSO attainment. Direct and indirect assessment methods had been employed, including continuous assessment, mid and end-semester examinations, and feedback from students, alumni, and employers. The university had calculated CO attainment by weighting direct and indirect assessment methods. The CO-PO attainment process had been documented and made available online.

Qualitative analysis of Criterion 2
Delhi Technological University (DTU) had implemented various initiatives to enhance teaching-learning and evaluation processes. The university had assessed learning levels of students and organised special programs for advanced and slow learners. Student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies, had been employed to enhance learning experiences. An effective Mentor-Mentee practice had been inplace to address academic and student-psychological issues. The university had also framed Program Outcomes, Program Specific Outcomes, and Course Outcomes, integrating them into the assessment process. Flexibility in catering to diverse learning needs for more comprehensive feedback mechanisms must be enhanced. Despite these, DTU's initiatives had fostered an inclusive and supportive learning environment, promoting academic excellence, self-esteem, and personal growth among students. The university's commitment to Outcome-Based Education had ensured that students achieved predefined learning outcomes, preparing them for professional success.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QlM	**The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**
	Delhi Technological University (DTU) demonstrates a commitment to research through a clearly defined Research Promotion Policy, which is available on the institutional website and appears to be implemented. However, there is no mention of revison frequency. The objective of DTU's Research Promotion Policy is to foster a culture of innovation, exploration, and academic excellence. The institution has clearly outlined and implemented provisions for financial support, as demonstrated by the availability of research excellence awards, financial assistance for patent filing, and funding for conference participation. These initiatives effectively encourage research activities and academic engagement among faculty and students. Additionally, interdisciplinary research is actively promoted within the institution, fostering collaboration across departments to address complex and real-world challenges. The available research resources and facilities are accessible to both students and faculty, supporting ongoing academic and research activities within the institution. Regular evaluation and clear documentation of policy updates—as well as broader visibility of research facilities—would further enhance the institution's efforts to strengthen its research ecosystem and global impact.
3.3	Innovation Ecosystem
3.3.1 QlM	**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**
	Delhi Technological University (DTU) had made significant strides in building its innovation and intellectual property ecosystem from 2017 to 2022. The university had established an Intellectual Property Rights (IPR) Policy and Innovation Policy, formalising activities such as IP awareness programs, patent filing, and technology transfer. The IPR Cell, DTU Innovation and Incubation Foundation (DTU IIF), and Institution's Innovation Council (IIC) had worked in coordination to support innovation, entrepreneurship, and IP management. DTU had effectively implemented the Start-up India Seed Fund Scheme (SISFS) for

	encouraging several start-ups. However, tangible outcomes in research commercialisation had yet to materialise. Expand the Indian Knowledge System (IKS) offerings to include more subjects, ensuring the basket is comprehensive, relevant, and demand-driven. Despite these limitations, DTU's initiatives had fostered a vibrant start-up ecosystem, promoting entrepreneurial growth. The university's active role in enabling early-stage ventures had been reflected in its effective implementation of SISFS. Further improvements in documentation and evidence would enhance the assessment of DTU's innovation and start-up ecosystem.	
3.6	Extension Activities	
3.6.1 QlM	**Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**	
	Delhi Technological University (DTU) had undertaken many community engagement and student sensitization initiatives over the past five years. Programs such as the Skill Development Program, Exploring Engineering Program, and Community Engagement Course had provided students with valuable real-world exposure, fostering empathy, leadership, and social responsibility. DTU's initiatives had demonstrated a clear intent to bridge social and educational gaps, promoting holistic student development. While DTU's extension activities aligned with broader goals of student sensitization and community development, comprehensive documentation would have received full appreciation of their scope and impact. By addressing these limitations, DTU could position itself more prominently as a socially responsive institution, showcasing verifiable outcomes and enhancing its credibility.	

Qualitative analysis of Criterion 3
Delhi Technological University (DTU) demonstrates a strong commitment to research and innovation through well-structured policies and support mechanisms. The Research Promotion Policy (RPP) promotes academic excellence. DTU's innovation ecosystem, comprising the IPR Cell, DTU-IIF, and IIC, supports start-ups and entrepreneurship, with effective implementation of the Start-up India Seed Fund Scheme. The university's documentation and evidence of key activities, such as hackathons and capacity-building programs can be enhanced with propoer evidence. Extension activities, such as the Exploring Engineering Program, can be enhanced measurable indicators. To enhance credibility and impact, DTU should prioritise robust documentation, external collaborations, evidence-based reporting, and broader inclusion of domain-specific knowledge systems. Strengthening these areas would position DTU as a leading research and innovation institution.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	*The institution has adequate infrastructure facilities for* *a. teaching - learning. viz., classrooms, laboratories,* *b. ICT enabled facilities such as smart classes, LMS etc.* *c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.* Describe the adequacy of facilities within a maximum of 500 words
	Delhi Technological University (DTU) is spread across 163.87 acres at its Main Campus and an additional 2.06 acres at its East Campus. Of the total area, 74.645 acres are allocated for academic and teaching-learning purposes. The campus infrastructure includes classrooms, laboratories, computer centres, design studios, workshops, and a Central Library to support the academic and research needs of students. The three-storied, centrally air-conditioned Central Library spans 5,000 sq. m. and houses a substantial collection, including 2,30,087 books, 83,505 e-journals, 1,336 e-books, 32,237 proceedings, 4,605 standards, and 993 manuscripts. An EDUSAT studio is available to record lectures and events to enhance access to academic content. Classrooms are ICT-enabled to support blended learning methodologies. The University campus provides 24.4 acres of space for outdoor and indoor sports, including football, basketball, volleyball, cricket, tennis, badminton, table tennis, gymnasium, yoga, and meditation facilities. Since January 2018, physical education and yoga have been offered as elective subjects in line with national education guidelines. A dedicated concert ground measuring 8,582.18 sq. m. hosts cultural events. Various student societies such as Madhurima (Music), Pratibimb (Dramatics), and Kalakriti (Creative Arts) provide avenues for creative expression. DTU's National Service Scheme (NSS) engages students in voluntary activities with a focus on social responsibility, while the National Cadet Corps (NCC) unit – 1 Delhi Armored Squadron – provides leadership and discipline training through camps and drills. Basic amenities such as canteen, bank, post office, and ATM are available on campus.
4.2	Library as a Learning Resource
4.2.1 QlM	**Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students**
	The Central Library of Delhi Technological University (DTU) is a three-storied, centrally air-conditioned facility spread over 5,000 square meters. It serves as an important academic and research resource for students and faculty across various disciplines. The library is fully automated through the KOHA Integrated Library Management System (ILMS), version 3.55, which has been in operation since 2004. A digitization facility is also available to enhance preservation and access to content.

The library collection includes 2,30,087 books, 83,505 e-journals, 1,336 e-books, 32,237 IEEE proceedings, 4,605 standards, and 993 manuscripts. This collection supports both current academic programs and new areas of study. Turnitin anti-plagiarism software is available to promote academic integrity in research activities.

With a seating capacity of 500, the library follows an open access system to facilitate direct use of resources by students, faculty, and staff. Computer workstations are available for access to the Online Public Access Catalog (OPAC), digital content, and browsing. Facilities for downloading and printing materials are also provided.

The library is regularly updated with new literature including textbooks, reference books, reports, indexes, encyclopedias, and journals. It supports learning through both physical and digital formats, in line with current academic needs. Information about library services is available on a dedicated webpage. Feedback and suggestions from users are encouraged to support service enhancement. The university has allocated annual funds of approximately 3.5% of the total budget of the DTU over the last five years for library resource development and maintenance.

4.3	IT Infrastructure
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words
	Delhi Technological University (DTU) has established a dedicated Computer Centre to provide IT infrastructure and services for its students and faculty. The centre is equipped with multiple laboratories supporting undergraduate, postgraduate, and research-level computing needs. It houses approximately 240 desktop systems (Dell and Acer), running on Windows 10, Windows Server 2016, and ESXi virtualization platforms. In total, there are 3,211 computers available for student use across the university, resulting in a student-to-computer ratio of 4.47. The centre also manages licensing for Microsoft products, including Windows and MS Office, for faculty and staff. Internet access is enabled through dual leased lines – 1 Gbps via Railtel and a shared 10 Gbps link under the National Knowledge Network (NKN). The network infrastructure is supported by Juniper, Ruckus, Brocade, and D-Link switches and is protected by a Palo Alto 5200 firewall system. Wi-Fi connectivity is available across academic departments, administrative offices, library, and hostels, with more than 300 access points using Avaya, Aruba, Cambium, and D-Link hardware. The entire campus is connected through 48-core and 6-core optical fiber cabling, supporting LAN and Wi-Fi services. The Computer Centre also maintains and updates DTU's official website and associated portals, such as alumni, faculty, student, hostel, and library services. Updates are published after approval from relevant authorities. Secure email services are provided to faculty and administrators. The existing IT infrastructure supports academic and administrative operations and is designed to facilitate integration of digital services throughout the campus.
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	**There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.**

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Delhi Technological University (DTU) has established systems for the maintenance and optimal utilisation of its physical, academic, and support infrastructure. A dedicated maintenance department oversees upkeep of buildings, classrooms, laboratories, hostels, and sports facilities. Power infrastructure, including generators, lighting systems, distribution panels, and solar panels, is maintained through preventive schedules and annual maintenance contracts with specialised vendors.

The Engineering Cell is responsible for civil and electrical maintenance, as well as the upkeep of laboratory infrastructure. Major laboratory equipment is maintained under AMCs to ensure timely servicing. Each department maintains its lab equipment as per university norms, with usage and maintenance logged systematically. The Engineering Cell, Store and Purchase Department, and Computer Centre jointly manage teaching aids such as projectors, laptops, desktops, printers, and Wi-Fi.

Campus security is handled by the Security Office and Engineering Cell, with surveillance systems maintained regularly. Firefighting equipment installed across classrooms, labs, and hostels is also maintained by the Engineering Cell. The Standard Operating Procedures (SOPs) of the Store and Purchase departments guide all procurement and maintenance activities, monitored by central and departmental committees.

The Computer Centre maintains university IT systems, provides email services, handles cybersecurity, and updates the institutional website. The Central Library operates on an open access system, with signboards, OPAC terminals, and facilities for browsing, downloading, and printing.

Other facilities such as cafeterias, ATMs, laundry, post office, gym, and the health centre are managed by respective in-charge officers, who coordinate maintenance based on approved procedures and recorded requests.

Qualitative analysis of Criterion 4

DTU spans 163.87 acres, with 74.645 acres allocated for academic purposes. Facilities include classrooms, laboratories, computer centres, design studios, workshops, and a dedicated Central Library. The three-story, centrally air-conditioned Central Library holds over 2.3 lakh books, e-journals, e-books, IEEE proceedings, standards, and manuscripts. It is fully automated using KOHA ILMS and provides open access, digitization, OPAC terminals, and Turnitin software. DTU has 3,211 computers (student ratio 4.47:1) with wired and wireless connectivity across the campus. The Computer Centre manages the website, email services, cybersecurity, and provides licensed software and programming support. A dedicated department oversees maintenance of civil, electrical, lab, IT, and security infrastructure. AMCs and SOPs ensure preventive upkeep. Amenities such as sports facilities, cafeteria, library, health centre, and hostels are maintained through departmental coordination and structured procedures.

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Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.1.2 QlM	**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**
	The University has taken various initiatives to provide career counselling, including e-counselling and guidance for competitive examinations. Good number of students cleared State/National/International level Examinations. Training and Placement Cell provides training, support and guidance preparing the students for corporate world. Unique is the Financial Assistance for Internships in Top 300 QS Ranking Universities and all fortune 500 industries to the students for 4-8 weeks. It also supports prospective incubates or start-ups from current students and alumni. Mainly, the activities include career counselling, guidance for competitive examinations, expert lectures, guest lectures, alumni talk, webinars, (soft) skills enhancement workshops, employability trainings, and recruitment drives. Resultantly, in the last five years, an average of 64.76% of students are placed; more than 15% of students progressed to higher education. In addition, employability skills tests, job-oriented skills, boot camps, in house summer internships, and training programs to enhance Skills/employability are organized. It also offers financial support to needy students, scholarships to meritorious students, travel grants, and industrial visits. An average of more than 21.85% of students have been benefitted by scholarships and freeships provided by institution, government, and non-government bodies, industries, and individuals.The Student Grievance Redressal Committee (SGRC) actively addresses student grievances including sexual harassment and ragging cases.
5.3	Student Participation and Activities
5.3.2 QlM	**Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.** Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words
	Technical, Sports and Cultural Councils and clubs too have their scheduled activities, annual festivals and competitions with students participating pan India. Various cultural societies include Pratibimb, Kalakriti, Madhurima etc. and various technical councils include DTU student branch of IEEE, student branch of Society of Software Engineers, Robotics club, Coding club, Society of Automobile Engineers, etc. The activities offer students a platform for self-expression and foster teamwork, leadership, and event management skills. As a result, 218 awards and medals were received by the students in sports and cultural activities at the national and international levels. The university organizes technical festivals "**Invictus**", cultural festivals "**Engifest**" and "**Yuvaan**", and sports festivals "**Aahvaan**" every year.
5.4	Alumni Engagement
5.4.2 QlM	**Alumni contributes and engages significantly to the development of institution through academic and other support system** **Describe the alumni contributions and engagements within a maximum of 500 words**
	Delhi Technological University (formerly Delhi College of Engineering) has an illustrious history spanning over 82 years. DTU has active collaborations with leading universities and industries in India, and abroad. The University has registered Alumni Association with chapters in US, Singapore, Bangalore. The Alumni have provided good financial support to the University. The

Alumni has an annual meeting at the University campus.

DTU is the alma mater of highly distinguished world class engineers and technologists. The university has a very strong alumni association making effective and constructive monitory and knowledge contributions. The University has registered Alumni Association with chapters in US, Singapore, and Bangalore. Overall, in the last five years, alumni have contributed more than an average of Rs. 100 lakhs for the growth of the university. It has resulted in strong networking and collaborations, in new establishments, in creation of facilities and learning resources, in offering scholarships to students, and in institutionalizing various awards and medals.

Qualitative analysis of Criterion 5

The University has an institutionalized mechanism for students' progression along with various sports, cultural and technical councils, clubs, and societies including the Office of International Affairs.

T&P Cell provides training, support and guidance preparing the students for corporate world. It also supports prospective incubates or start-ups from current students and alumni. Mainly, the activities include career counselling, guidance for competitive examinations, expert/guest lectures, alumni talk, webinars, Soft skills enhancement workshops, employability trainings, and recruitment drives. Technical, Sports and Cultural Councils and clubs too have their scheduled activities, annual festivals and competitions with students participating pan India. Students are involved in various academic bodies including Academic Council so as create a bridge between administration and student community. This helps in effective and timely information dissemination, two-way feedback mechanism, and decision making more democratic and student-oriented.

The university has a very strong alumni association making effective and constructive monitory and knowledge contributions.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	**Institutional Vision and Leadership**
6.1.1 QlM	**The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.**
	The university has a defined vision and mission, which guide its academic and administrative processes. Governance structures align with these statements allowing synchronization between institutional planning and functioning.

In line with the National Education Policy (NEP) 2020, the university is adopting a multidisciplinary education, research, and digital integration approach. The strategic approach includes expanding student intake, promoting faculty-driven research, and incorporating value-based and vocational components into the curriculum, reflecting NEP's goals of flexible and inclusive education.

Initiatives such as establishing Centres of Excellence and a Technology Park, increased opportunities for Ph.D. scholarships, internships, and skill-based courses are in line with objective of academic development and capacity building.

The governance framework supports participation at multiple levels, encourages faculty involvement in curriculum development and incorporating feedback from students, alumni, and employers. This approach is consistent with philosophy of shared responsibility and responsiveness, as per the NEP's focus of institutional autonomy and academic freedom.

The DTU Strategic Plan 2019–30 outlines specific goals across key areas:

Education: Increase student strength to 20,000; expand UG/PG programs; and improve access to internships, Ph.D. fellowships, and female participation.

Research: Strengthen faculty-led projects and allocate 25% of revenue to R&D.

Innovation: Increase start-ups and consultancy projects, and establish a technology park.

Infrastructure: Improve IT and library services, enhance digital access, and complete planned construction.

Finance: Enhance recurring expenditure management, increase alumni contributions, and implement a pre-audit financial system to support long-term sustainability. |
6.2	**Strategy Development and Deployment**
6.2.1 QlM	**The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc**
	The institutional perspective plan at DTU is implemented through functioning across academic and administrative units. It has defined policies, a structured administrative framework, transparent appointment procedures, and established service rules. The formation of units such as

the University School of Management and Entrepreneurship (USME), the Innovation and Incubation Foundation, the Office of International Affairs, and the Centre for Outreach & Extension Activities reflects alignment with the university's mission and objectives.

Ongoing infrastructure development—including academic blocks, hostels, and support facilities such as crèches and multipurpose halls— are guided by long-term planning and resource allocation.

The DTU Strategic Plan 2019–30 outlines goals across five areas: education, research, innovation, infrastructure, and finance. In education, the plan proposes increasing student intake, enhancing fellowship and internship opportunities, and encouraging wider participation, including by women. In research, it supports faculty-led projects and the development of Centres of Excellence.

Innovation and entrepreneurship are promoted through startup incubation and related programs. Improvements in IT infrastructure and the digitization of services aim to enhance administrative processes. Financial measures, such as expanding alumni contributions and introducing a pre-audit system, are supporting financial planning and accountability.

These reflect a phased approach to development, broadly aligned with the objectives of the National Education Policy (NEP) 2020.

6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**
	Delhi Technological University (DTU) has developed an academic and research environment to support faculty members through structured institutional mechanisms. The university offers funding to assist faculty in initiating research activities. Performance assessment is carried out through a structured system based on Academic Performance Indicators (API), as outlined by AICTE and UGC regulations. This system is used to evaluate faculty contributions in teaching, research, and related academic responsibilities. DTU also provides faculty with the opportunity to pursue entrepreneurial activities through its incubation cell. Faculty and research scholars at DTU receive financial support to attend conferences, workshops, seminars, and present research papers. Similar support for pursuing career advancement is extended to non teaching staff with financial support and skill enhancement programs through HRDC. In addition to academic and research support, the university has implemented welfare measures on-campus such as a child care centre, health centre, bank, post office, gymnasium, and sports amenities. Recognition of research contributions is carried out through internal mechanisms and rewards.
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources** Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

	Delhi Technological University (DTU), as a government-funded institution under the Government of NCT of Delhi, mobilizes its financial resources from multiple sources. The financial data of Delhi Technological University (DTU) from 2019–20 to 2023–24 reflects sources of income, including grant-in-aid from the Government of NCT Delhi, tuition fees, interest from investments, alumni contributions, and other receipts such as project grants and consultancy services. Grant-in-aid ranged from INR 26.75 crore in 2019–20 to INR 44.75 crore in 2023–24. Tuition fee collections increased from INR 109 crore in 2019–20 to INR 198 crore in 2023–24. Receipts from consultancy projects were between INR 9 crore and INR 13 crore, with corresponding expenses reported each year. Other resources include contributions from alumni and other donors. The university also earns interest and dividends from fixed deposits made using corpus and earmarked funds. Additional income is generated from various non-government sources, including hostel fees, project-based grants from agencies such as CSIR, ICAR, DST, AICTE, DBT, and CCRUM, as well as through consultancy services offered by the university.
6.4.3 QlM	**Institution regularly conducts internal and external financial audits regularly** **Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**
	Regular internal and external audits are conducted at DTU. The Internal Audit Office of the University oversees the use of grants and funds to ensure adherence to Finance Department guidelines. Annual audits of accounts are carried out. Financial audits of receipts, payments, income, and expenditures are conducted by the University's Chartered Accountant. Regular audits of different departments, units, and hostels are performed to check compliance and spending. Annual accounts and balance sheets are prepared according to government formats and submitted for audit by the Delhi Government. External audits are also conducted by the Comptroller and Auditor General of India as well as Govt NCT Delhi. The University addresses audit observations raised during internal and external audits. After audits by the University's Chartered Accountant, Directorate of Audit (Delhi Government), or Comptroller & Auditor General of India, the finance and administrative teams review all comments. For each observation, an Action Taken Report (ATR) detailing the corrective steps taken is made. This report serves as an official response to audit findings. The Finance Committee and Board of Management oversee this process. The Annual Accounts, audit reports, and ATR are submitted to the Directorate of Training & Technical Education (DTTE), Government of Delhi, and presented before the Legislative Assembly.
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) 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** **Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

During the first cycle, the Internal Quality Assurance Cell (IQAC) at Delhi Technological University implemented quality-related measures such as academic and ISO audits, pursuing NBA accreditations, and adopting Outcome-Based Education (OBE). Stakeholder feedback was collected as part of these processes. Academic audits have been undertaken internally on an annual basis and externally every three years, with follow-up actions documented. The IQAC has established guidelines for evaluating learning outcomes and monitoring quality in assessments.

Since the last accreditation, the IQAC at DTU has maintained academic audits and continued the implementation of OBE. The cell has introduced standard operating procedures (SOPs), monitored adherence, and collected data for institutional rankings. Regular workshops and training sessions are organized to align with NEP guidelines and address teaching and learning processes. Outcomes of academic and administrative audits have corresponded with accreditations such as NBA, NAAC, and ISO certification. The IQAC also submits the AISHE assessment to the Ministry of Education.

DTU also participates in the NIRF ranking process, with changes in its ranking position in the university and engineering categories. Internal and external academic audits are held regularly, and assessment quality is monitored through defined indices.

The IQAC is expected to accellarate its functiong and also is made part of DTU organogram

6.5.3 QlM	**Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)**
	Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)
	Various quality assessment schemes and workshops have been conducted periodically to support the University's national and international engagements. Faculty promotions under the Career Advancement Scheme (CAS) and new appointments have been carried out. Research activities have resulted in changes in the number of publications, citations, and h-index during the assessment period. The University has also indicated an increase in the number of foreign students and signed multiple Memorandums of Understanding (MoUs) with international universities over past five years. Academic reforms have involved inputs from alumni, students, and subject experts through the Board of Studies. Quality assurance measures include regular audits, curriculum revisions based on stakeholder feedback, and preparation of annual reports

Qualitative analysis of Criterion 6

Delhi Technological University (DTU) has established governance, leadership, and management structures aligned with its vision and mission to support academic and administrative functions. The strategic plan (2019–30) focuses on multidisciplinary education, research, innovation, infrastructure

development, and financial management, reflecting the National Education Policy (NEP) 2020. Governance includes faculty participation in curriculum development and incorporates feedback from various stakeholders like students, alumni and employers. Quality assurance is managed by the Internal Quality Assurance Cell (IQAC) through audits, accreditation processes, and workshops. However, IQAC is expected to improve and accellarate its functiong. Financial management involves multiple funding sources, regular internal and external audits, and a procedure for addressing audit observations through action taken reports. The governance framework follows defined policies and procedures aimed at institutional planning, quality monitoring, and accountability. Mandatory disclosures should be made on website in a more systematic and transparent way.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.** Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words
	Over the past five years, the institution has implemented various initiatives to promote gender equity and sensitisation across academic and co-curricular areas. Female student representation currently ranges from 30% to 50% in BA Economics, BBA, B.Des, MSc, and MBA programs, while in engineering programs it stands at approximately 8% to 10%. To improve gender balance, 20% supernumerary seats for girls in BTech programs are planned from the academic year 2025–26. Workshops and seminars on gender sensitisation are conducted in collaboration with NGOs and subject experts. These aim to create awareness and encourage respectful interactions among students and staff. Co-curricular activities are designed to ensure inclusive participation. Clubs and societies are encouraged to adopt practices that promote equal opportunities, with particular efforts to involve female and non-binary students in leadership roles. Sports programs include women-centric events and mixed-gender teams to foster broader participation. On-campus facilities for women include hostels such as Sister Nivedita, Kalpana Chawla, and Virangana Lakshmibai Hostels, along with Blocks 1 and 2. These hostels provide round-the-clock security and basic amenities, and also offer health and wellness programs. Crèche facilities are available to support female staff and working mothers. The institution has taken measures to improve safety on campus through the installation of CCTV cameras, the implementation of anti-harassment policies, and the establishment of an Equal Opportunity Cell focused on inclusion of women, SC, ST, OBC, and PwD communities. An annual open house program is organized for schoolgirls to introduce them to engineering disciplines through demonstrations and interactive sessions.
7.1.3 QlM	**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- Solid waste management
- Liquid waste management
- Biomedical waste management
- e-Waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

The DTU manages the following types of degradable and non-degradable waste

- Solid Waste Management: DTU has operated a 1 Ton Per Day (TPD) waste-to-energy plant since May 2019. This plant converts organic waste into biogas and electricity, supporting decentralized energy production and reducing biodegradable waste.
- Liquid Waste Management: A 1 Million Liters per Day (MLD) Sewage Treatment Plant (STP) has been functional since May 2019. Treated water is reused for horticultural and cleaning activities on campus. Rainwater harvesting systems have also been installed to support groundwater recharge.
- Biomedical Waste Management: Biomedical waste generated by the university is managed by a registered Biomedical Waste Management Agency. This ensures compliance with disposal norms and helps minimize associated environmental and health risks.
- E-Waste Management: E-waste generated across departments is auctioned through the Metal Scrap Trade Corporation Limited (MSTC), ensuring safe disposal in line with environmental and regulatory standards.
- Waste Recycling System: Construction and demolition waste is directed to the nearest authorised Construction and Demolition (C&D) Waste Recycling Facility. This promotes recycling and reuse of materials, thereby reducing landfill impact.
- Hazardous Chemicals and Radioactive Waste Management: DTU does not engage in activities that produce hazardous chemicals or radioactive waste. As such, no dedicated system is required for the management of these waste categories.

7.1.5 QlM	**Green campus initiatives include** Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

The DTU Green campus initiatives are

Restricted Entry of Automobiles: DTU regulates vehicle access through a security-managed in/out register. CCTV surveillance is installed at key locations to monitor vehicular movement and enhance campus safety.

Use of Bicycles and Battery-powered Vehicles: The university promotes sustainable transportation by providing bicycles for students and operating battery-powered golf carts for intra-campus movement. A 14-seater electric bus supports local commutes. Additionally, students engage in summer internships on electric vehicles and intelligent transport systems, including projects like golf cart refurbishment and green corridor simulations.

Pedestrian-friendly Pathways: All roads within the campus are equipped with raised pedestrian walkways and ramps at key locations to ensure safe and accessible movement for pedestrians and individuals with disabilities.

	Ban on the Use of Plastic: DTU discourages the use of single-use plastics such as bottles, bags, cups, and straws. The university conducts awareness drives through orientation sessions and display boards. Plastic cups in the canteen have been replaced with steel alternatives, and the use of reusable water bottles is encouraged. Waste is collected using colour-coded bins for effective segregation.

Landscaping: The university maintains approximately 529,000 square meters of green area. Landscaping practices include rainwater percolation from surrounding buildings to enhance groundwater recharge. These efforts contribute to maintaining ecological balance and improving campus aesthetics. |
| 7.1.7 QlM | ***The Institution has Differently-abled (Divyangjan) friendly, barrier free environment***

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- Built environment with Ramps/lifts for easy access to classrooms
- Divyangjan friendly washrooms
- Signage including tactile path, lights, display boards and signposts
- Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading |
| | Delhi Technological University has implemented various initiatives to ensure accessibility and inclusivity across its campus. Key features include:

Ramps and Lifts for Easy Access: DTU has installed ramps and lifts across the campus to support accessibility. In 2022–23 and 2023–24, a total of 30 new ramps and lifts were added in academic and administrative buildings to facilitate movement for persons with disabilities.

Disabled-friendly Washrooms: Accessible washrooms are available on the ground floors of all departments. These facilities have been incorporated into both new constructions and existing infrastructure as part of inclusive design practices.

Signage and Display Boards: Clear signage and display boards have been installed at the entry points of departments, hostels, health centers, and canteens. Tactile paths and directional aids are provided to support navigation for visually impaired individuals.

Assistive Technology and Facilities: DTU provides mechanized equipment and support tools to aid students with disabilities. During the COVID-19 period, the university launched "DTU Mitr," an online helpline service. Additional support services include availability of wheelchairs and provision of examination scribes for eligible students.

Provision for Inquiry and Information: An inquiry and assistance desk has been set up at the Administrative Building to provide information and help to Divyangjan. The DTU Mitr platform continues to serve as a support mechanism, supplemented by trained security personnel who are available to assist individuals as needed. |

7.1.8 QlM	**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**
	Delhi Technological University (DTU) has implemented several initiatives over recent years to promote an inclusive and harmonious campus environment, with an emphasis on social awareness, community engagement, and holistic development.
	In 2019–20, DTU organized cultural events, outreach programs, and introduced courses on Professional Ethics and Corporate Social Responsibility. Activities included motivational lectures, workshops, and collaborative research with institutes such as INMAS and DRDO. Environmental awareness was promoted through plantation drives.
	During 2020–21, DTU launched the *Youth for Education* program in association with Delhi government schools, engaged in *Unnat Bharat Abhiyan* for rural development, and provided computer training to juveniles.
	In 2021–22, DTU focused on health and wellness activities during the pandemic, expanded skill development programs, and promoted computer literacy. Community mentoring and awareness initiatives were also continued.
	The 2022–23 academic year included a wide range of activities such as *Jigyasa '23*, *E-Waste Drive '23*, *Sanjeevani – Blood Donation Drive*, *Joy of Giving*, *Let's Save Aravali*, and workshops on mental health, web development, placement stress, resume building, and meditation. Student-driven initiatives like *Humans of DTU* and *Safe Space Haven* reflected continued efforts towards inclusivity.
	In 2023–24, the university organized programs such as *VoA Wildlife Sanctuary Visit*, *India:2050*, *Karuna* (AIDS awareness), *Cleanliness Drive*, *Feeding Drive*, *Heartware Workshop*, *SOS DTU – International Seminar on Sustainability*, and meditation and retreat camps, continuing its efforts to foster sensitivity, well-being, and social responsibility among students.
7.1.9 QlM	*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens* Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.
	Delhi Technological University (DTU) actively promotes awareness and understanding of constitutional values, duties, and responsibilities among students and employees. This is achieved through academic inclusion, observance of national events, outreach initiatives, and institutional practices aligned with constitutional principles.
	The study of the Constitution of India has been integrated into the curriculum through specific courses such as FEC4: *National Service Scheme (NSS)* and FEC43: *Public Administration*. These courses aim to familiarize students with the legal and moral framework outlined in the Constitution.
	Institutional events begin with the National Anthem. National festivals such as Independence Day and Republic Day are observed through flag hoisting and cultural programs, reinforcing civic

		values and the importance of democratic rights and duties. Community engagement is promoted through FEC52: *Extension and Outreach Activities*, which involve students in training, coaching, and teaching in nearby schools and communities. Awareness campaigns are conducted on issues such as gender equality, environmental protection, and voter participation. DTU has adopted a Code of Conduct for students and staff that reflects the core constitutional values of equality, diversity, and respect for the rule of law. This code governs behavior and encourages a culture of inclusivity and accountability. Democratic participation is encouraged through elected student bodies and faculty committees, providing opportunities to engage in decision-making processes. These experiences foster practical understanding of democratic governance and responsibilities as citizens.
7.2	Best Practices	
7.2.1 QlM	**Describe two best practices successfully implemented as per NAAC format provided in the Manual.**	
	Best Practice I: Centre of Excellence for Electric Vehicle and Related Technologies (CoE for EVRT) DTU's CoE for EVRT promotes sustainable mobility through education, research, and innovation. Its key goals include designing EV motors and drives, developing battery management systems, retrofitting internal combustion vehicles, and setting up EV charging infrastructure. The Centre offers M.Tech. and Ph.D. programs, internships, and skill-building for engineers and technicians. Despite challenges such as procurement delays, funding constraints, and manpower shortages, the Centre has achieved significant milestones. These include launching summer internships (2022–23), introducing an undergraduate minor in EV Technology, and retrofitting a golf cart. R&D outcomes feature a four-seater prototype car, a BLDC motor controller, and cost-effective battery systems. Collaborations with industry and academia have supported lab development and patents. Future efforts aim to address equipment needs and expand technical capacity. **Best Practice II: Vinod Dham Centre of Excellence for Semiconductor and Microelectronics (VDCoE4SM)** VDCoE4SM enhances India's semiconductor research, fabrication, and training capabilities. It focuses on building infrastructure for device design and materials research, training manpower at all levels, and aligning academics with industry demands. The Centre offers internships, M.Tech., and Ph.D. programs, and encourages industry collaboration. Following an interdisciplinary approach, the Centre emphasizes global standards with local relevance. Challenges include low visibility, limited Ph.D. enrolment, and infrastructure gaps in packaging and microelectronics. To address this, promotional activities and social media outreach are underway. Future plans include expanding labs and boosting engagement.
7.3	Institutional Distinctiveness	
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**	
	Institutional Distinctiveness: Lab on Wheels – A Mobile STEM Education Initiative	

Delhi Technological University (DTU) has implemented the *Lab on Wheels* as a distinctive initiative to address educational disparities in STEM fields among underprivileged communities. This mobile lab, a customized minibus, is equipped with 16–17 computers, TVs, a 3D printer, and teaching aids, and serves as a platform to deliver digital and scientific education to students in government schools and rural areas.

Aligned with *Unnat Bharat Abhiyan* and NEP 2020, the Lab on Wheels brings resources directly to underserved locations, offering hands-on learning in basic computing, Python programming, and digital literacy. It follows a scheduled route in coordination with school authorities and also serves community centres and adopted villages.

DTU students actively participate by delivering tutorials and demonstrations, earning academic credit through a community engagement course. The University Student Internship Programme (USIP) further supports this by offering paid internships to students contributing 6–8 hours weekly. Preloaded lectures run on-board, supplemented by live instruction.

This initiative ensures dual impact—empowering underserved learners while giving DTU students experiential exposure to grassroots challenges. It also promotes inclusive education by involving local educators and volunteers.

To date, the Lab on Wheels has reached over 24 schools and several community centres. Its cost-effective, mobile model is scalable and adaptable, demonstrating DTU's commitment to equity, outreach, and responsible innovation in education.

The initiative reflects DTU's priority to integrate technology with social responsibility, bridging the urban-rural education divide.

Qualitative analysis of Criterion 7
DTU has undertaken key initiatives to promote gender equity, including sensitisation workshops, inclusive co-curriculars, secure women's hostels, and anti-harassment measures, with 20% supernumerary B.Tech seats for girls proposed from 2025–26. Waste management includes a 1 TPD waste-to-energy plant, 1 MLD sewage treatment facility, C&D waste recycling, e-waste auctions via MSTC, and biomedical waste disposal through registered agencies. Green campus efforts involve restricted vehicle entry, use of bicycles and e-vehicles, a ban on single-use plastics, pedestrian pathways, and 5.3 lakh sq.m. of landscaped area. For Divyangjan, barrier-free infrastructure includes ramps, lifts, accessible washrooms, tactile signage, assistive technology, and the DTU Mitr helpline. Inclusivity is promoted through Unnat Bharat Abhiyan, cultural programs, and wellness drives. Constitutional values are embedded via curriculum, civic outreach, national observances, and a Code of Conduct. Best practices include Centres of Excellence in EVs and Semiconductors, along with the Lab on Wheels initiative for STEM outreach.

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)

Overall Analysis

Strength:

1. Rich Legacy from Delhi College of Engineering (DCE) to Delhi. Technological University (DTU) and Academic Reputation: Over 83 years of excellence in education and research, with a strong academic reputation.
2. Good Infrastructure: State-of-the-art facilities, green campus.
3. Qualified Faculty and Strong Alumni: Dedicated faculty members and a strong, extensive alumni network and contributions to the DTU.
4. Innovation and Incubation: Vibrant Incubation and Innovation Centre, fostering entrepreneurship and innovation.
5. Sustainable Campus: Zero-discharge campus with sustainable initiatives, including Sewage Treatment Plant, Waste to Energy Plant, Rainwater harvesting, and solar energy.

Weaknesses:

1. Limited funding as a young state university, impacting growth and development.
2. Low Footfall of International Faculty Presence: Potentially affecting global perspectives and diversity.
3. Limited Product Development and Technology Transfer: Limited focus on product development and technology transfer, hindering innovation and industry collaboration.
4. Insufficient faculty and non-teaching staff

Opportunities:

1. International Collaborations: Introducing twinning, joint, or dual degree programs with foreign universities to enhance global exposure and reputation.
2. Executive Education: Offering programs for executive education, catering to working professionals and expanding the institution's reach.
3. Alumni and Industry Engagement: Adopting effective engagement strategies with alumni and industry partners to foster collaborations, networking, and career opportunities.
4. IPR Generation: Creating scope for Intellectual Property Rights (IPR) generation, enabling the institution to commercialize research and innovations.
5. Long-term Financial Sustainability: Generating revenue through IPR, executive education, and industry partnerships to ensure long-term financial sustainability.

Challenges:

1. Implementing Flexible Curriculum: Implementing flexible multi-entry and multi-exit options as per NEP 2020, requiring curriculum redesign and process adjustments.
2. Competition from Peer Institutions: Increased competition from nearby reputed institutions, potentially impacting student admissions.
3. Gender Balance in Engineering: Increasing representation of girl students in engineering programs, requiring targeted initiatives to promote diversity and inclusion.
4. Campus Maintenance Challenges: Ongoing challenges in maintaining campus facilities, potentially impacting student experience and infrastructure.

Section IV:Recommendations for Quality Enhancement of the Institution
(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Promote Inclusive Education through MoUs Sign MoUs with institutions supporting Persons with Disabilities to encourage their participation in higher education at DTU.

- Offer courses that integrate Indian Knowledge Systems (IKS) into STEM education, promoting a holistic understanding of science, technology, engineering, and mathematics, and fostering a deeper appreciation for India's rich cultural and scientific heritage.

- Modernise and upgrade its research laboratories to meet the evolving demands of the industry and academia.

- Offer the Multidisciplinary (STEM Education) Integrated with Teacher Education Programme (ITEP) to foster interdisciplinary education and prepare future educators for the challenges of a rapidly changing world in STEM Education.

- Implement a Customised MIS for IQAC Develop a tailored Management Information System to streamline data collection and reporting for IQAC activities.

- Launch a peer-reviewed university journal to publish quality research and promote academic contributions from faculty and students.

- Facilitate the commercialisation of patents filed by faculty and students to enhance innovation impact and industry collaboration.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. N V S N SARMA	Chairperson	
2	DR. G R ANGADI	Member Co-ordinator	
3	DR. PURVA KANSAL	Member	
4	DR. KHUSHPAT JAIN	Member	
5	DR. SURESH BABU A	Member	
6	DR. ALOK KUMAR SINGH KUSHWAHA	Member	
7	DR. ATUL PATEL	Member	
8	Dr. Devender S Kawday	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date

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