



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**DADA RAMCHAND BAKHRU SINDHU
MAHAVIDYALAYA, NAGPUR**

DADA RAMCHAND BAKHRU SINDHU MAHAVIDYALAYA, KAKA
TILOKCHAND RUGHWANI MARG, PANCHPAOLI, NAGPUR MAHARASHTRA,
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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dada Ramchand Bakhru Sindhu Mahavidyalaya is a 53-year-young premier institution of Nagpur imparting quality education to the students. The institute made its existence in July 1971 with the vision & dedication of Sindhi Hindi Vidya Samiti. Rooted & grown in the Panchpaoli area of North Nagpur, institute has a dominant role in the uplifting socioeconomically backward community. It has given a commendable realization of dream to first-generation graduates & functions as a source of hope for many. Samiti's selfless work for the minorities/weaker sections through imparting education as national responsibility.

The institute has a permanent affiliation with century old Rashtrasant Tukadoji Maharaj Nagpur University. University Grants Commission has granted 2(F) & 12(B) status.

On quality aspects institute has taken up three cycles of quality assessment and accreditation process, proudly stands for 4th cycle. The institute has consistent compliance for All India Survey on Higher Education, National Institutional Ranking Framework and AQAR for NAAC. The institute has participation in Atal Ranking of Institutions on Innovation Achievements and initiated Innovation/Entrepreneurship development activity among students and faculties.

The quality factor with the student centric approach made the institute to select & orient human resources and frame strategies & processes aimed at :

1 Inculcating '*Quest for Excellence*' in the faculty members for content delivery & research and in the students for academic program outcomes and holistic development.

2 Realization of TL process, appropriate pedagogical dimensions including ICT tools, strong assessment & evaluation focused to support learner to cross barriers.

3 Shaping civilizations through inculcation of value system among students along with academic standards; this is contemporary reflected as concept of '*Vikasit Bharat*'.

4 Analysing institutional ecosystem for peer performances, internalization, online educational modules and other relevant dimensions leading to self-analysis for efficiently serving needs of the students.

5 Progressive steps on collaboration, innovation, incubation and extending facilitation

The strategies & processes outcomes are reflected in various key indicators

qualitative & quantitative compliances. Induction program for the students & the faculty has positive and progressive impact. The total number of 14589 students admitted during the last five years has contributed to National Gross Enrolment Ratio.

Vision

The vision for bringing up the HEI :

To be a leader in fulfilling the contemporary need of the society through quality centric higher education with holistic development.

Mission

The mission framed is :

The institution is located in the midst of socio-economically weaker society. The priority of the institution is to bring academic excellence along with personality development to compete with rest of world. It also entrust improvement in health care, environmental and social awareness.

The vision & mission have crafted the institution for last five decade and generations for executions.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Proficient and dedicated human resource
2. Sensible and students friendly administration
3. Conducive learning environment
4. Ability to support diverse needs of the students
5. Strong traditional and modern learning resources
6. Holistic development through outreach activities
7. Optimum utilization of infrastructure
8. Successful NEP Deployment
9. Higher Participation in university administration.

Institutional Weakness

1. Old Building
2. Limited academic –industrial association
3. Very limited outdoor sports facilities
4. Lack of transport facilities

Institutional Opportunity

1. To serve as an autonomous institute
2. To increase financial support to students
3. To serve socio-economically weaker society
4. To act as a catalyst in changing the society
5. To actualize human resource
6. Scope to align with national employment policy

7. To do need based research
8. To empower students to cross social challenges

Institutional Challenge

1. Intake from Non-English background
2. Inculcating ethics and values in students
3. Converting traditional subjects into contemporized skills
4. Increase immediate placement
5. Non compatibility of syllabus taught with the employability
6. Post pandemic paradigm shift in academics

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute has commitment for a comprehensive curriculum delivery in '**Learners Palatable**' form especially with diversity in student's academic & social backgrounds.

The syllabus framed by Board of Studies, covers the essence of course/subject, both theoretical concepts and practical applications. The institute identifies cocurricular, extracurricular activities and plan execution timeline. Departmental **academic calendars** are carefully prepared, incorporating bridge courses for transformation from school education to higher education for 1 semester students, guest lectures, workshops, conferences, and field trips to enhance the educational experience. Certificate courses are also included to supplement the existing curriculum. Academic planning also includes Continuous Internal Assessment (CIA).

The multi faculty nature of institute, choice of medium in commerce program, options of second language, elective papers and certificates courses provides **flexibility** and horizontal mobility enriching learners' traits. The assessment span has twenty-six certificate courses opted by 8705 students with own interests and inclinations.

Development of creative and divergent competencies, enrichment of subject, **value education**, and social contextualization on **cross-cutting issues** although is executed in reference points in curriculum, the institute has special mechanism to uniformly disseminate these concepts. The committee/cell such as Women Empowerment Cell, Extension Activity Cell, NSS unit, Rotaract club, Environment Cell, and Training and Placement Cell, meticulously plan and execute focused activities addressing cross-cutting issues, professional ethics, gender sensitization, environmental sustainability aspect and crafts citizen.

Institution obtains **feedback** on the academic delivery and ambiance of the institution from various stakeholders, such as Students, Teachers, Employer, and Alumni, process it for understanding, actionable points and executes actions. The reports on the feedback are made available on the institutional website.

Teaching-learning and Evaluation

Admissions is the first interface of institute with the aspirants and is engaged with counselling, process including registration, merit list according to government norms, document verification, payment of fees are transparent, online and available on single page of website. **Final enrollment** & physical documents submission is properly scheduled. The admissions are inclusive of crisp **diversity** in academic & social background.

Based on number of admissions workloads is calculated and distributed among permanent staff members. The **students-teacher ratio** is achieved through appointing teachers with university yearly approval. The faculty members have strong profile in academic & research domains along with some unique quality which make them asset of our institution.

Departmental **academic calendar** to classrooms, journey is planned by each department & specific teacher with justification about method of teaching & evaluation. Course outcomes and a schedule are explained at the start of semester. Adopted student-centric methods includes experiential learning, participative learning, creative engagement, enrichment through concepts of flip classrooms, peer learning, projects, presentations, model & chart preparations, field visit, educational tours, industrial visits, seminars and group discussion, assignments and certificate courses. Well develop **ICT ecosystem** ensure the effective delivery and complies growing tools and especially during the pandemic the online platforms. Monitoring of parameters is done though the Examination and Evaluation Committee of the college including Continuous Internal Evaluation process (**CIE**). The Internal examinations are conducted at the college level and semester end examination (**SEE**) are conducted by the University. The complete process of evaluation is transparent and time bound.

The academic ecosystem has delivered a total 35 students of M.Com., M.Sc., B.Com. and BBA secured **Merit positions** in the R. T. M. Nagpur University Examination in the last five years. The student Mr. Anirban Mukharjee bagged the **Best Student Award** based on **holistic performance** from R.T.M. Nagpur University, Nagpur. The overall result is around 81% depicting the students work mentored by teachers.

Online satisfaction survey is collected & processed at in the end of every academic year.

Research, Innovations and Extension

The Institute strongly engross, **Education and Research** as complementary processes and perceives their application as innovation, Intellectual property, and procreation among the students. Ecosystem building blocks are arranged to accelerate students & faculty members towards **innovation, startup, IPR**, extension activities and outreach to society. Total funding during last 5 years this purpose is 30 lakh.

The ecosystem consists of Promotion of opportunities, Proposal writing support, Proposal scrutiny, Execution support / planning, Motivation for redesign which instigate researcher hidden inside. The ecosystem outcomes are reflected in 244 research papers, 242 books and 3 published patents.

Being center for higher learning & research, ecosystem caters Ph.D.scholars and helps them to streamline work. Currently 16 scholars are enrolled. The approved supervisors serve, the in-house and university center to transfer raw ideas into constructive research contribution.

The institute is engaged in extension activities for the **neighborhood community** to sensitize students through

its Extension Activity Cell, NSS, and Rotaract Club in collaboration with Goonj and other local bodies. Workshops and events organized to create awareness among the students and the community to address the social issues. The Rotaract Club, operating under the Extension Cell of the college and the esteemed banner of Rotary Club, Nagpur North zone, has made significant strides towards societal betterment in line with the core focus areas of Rotary International. Social activities were engaged in the adopted village Ajangaon. Eco-friendly concepts, environmental awareness and social responsibility have been inculcated in students through extension activities.

Collaboration for research, outreach, environmental sustainability and the student's involvement are ground reality with number of activities and is reflected in reports.

Infrastructure and Learning Resources

The infrastructure of the institution has been evolved in last 53 years and grown from 4 room structure to current set up. The institute is an **example of optimal use of the facilities** available. The institute starts at 7:30 AM and completes its academic schedule at around 6:00 PM. Commerce & Management faculty predominantly operates in morning hours and Science faculty operates in afternoon hours. This effectively provides ample space TL process, cocurricular & extracurricular activities. The sports activities have extended infrastructural support with MoUs with different organizations.

The institutional Library is truly **knowledge resource** center with LMS and resources in both **physical & digital dimensions**. Physical books, total number titles 18846 and volumes 60734, normal issue return process with 2 special schemes, reading room, journals all create a handy resource. Digital domain with subscription for e-Books and e-Journals, e-Shodh Sindhu, ShodhGanga through N-List Consortia, developed by INFLIBNET Centre, widens resources and any time access. Through N-List, 7000+ E-Journals, 20000+ E-Books, National Digital Library - Approximately 80,000 e-bookshelp faculty member, research scholars and students to be seeker of knowledge. The institution's library provides NLIST ID and a password to staff and students of our institution in free of cost. The library facilitates Wi-Fi connection and computer terminals for N- List user. The institutional Library has subscribed lifetime membership of Current Science, published by Indian Institute of Science, Bangalore.

The institute has focused on IT infrastructure augmented & upgraded it frequently. Total 176+ computer, 25+printers, 30+projectors, 3 BSNL internet connection with 200+MBPS connectivity, internal setup of Wi-Fi and techno-savvy staff makes IT infrastructure vibrant. New edge mobiles available with the students have extended our IT facilities for usage. CCTV setup covers each usable area under surveillance.

Maintaining assets, keeping them ready for use is a grueling task shared by department and administrative office. Basic facilities are maintained on contractual basis, electrical maintenance with dedicated contractual employee, laboratory equipment is taken care of mostly by staff. On call service providers help in routine yearly maintenance.

Student Support and Progression

The institution provides various forms of support to students, including financial assistance, capacity building

programs, and guidance for competitive exams. The administrative department assists over 60% of students in obtaining scholarships and freeships from different sources. **Institutional scholarships** & fellowships are also incorporated.

Additionally, the institution organizes capacity-building programs to enhance students' skills in various areas. Students also receive support for competitive exam preparation and career counseling. Placement & progression factor is more than 25 percent irrespective of traditional programs.

The institution has measures in place to reduce student grievances and manages any grievances that may arise through a comprehensive system of regulations and policies. Students are educated about **zero tolerance policies** and anti-ragging laws, and the institution organizes seminars and workshops to prepare students for careers in the public and private sectors. Regular counseling and motivation sessions are also provided to support and encourage students. The institution's sports department and cultural committee offer regular practice and coaching to support students in sports and cultural activities. Furthermore, alumni from various fields visit the institution to share their expertise and skills, and student representatives are assigned to subject forums and specific cells to enhance their organizational skills.

Alumni association is **registered and active**. The interaction of alumni with current students is a vibrant event.

Governance, Leadership and Management

Imparting Higher Education for the past 53 years the institute is quality-conscious, open-ended, and committed to the cause of education. It fosters a participatory work culture. Based on inputs from various stakeholders, a five-year **perspective plan (2020-25)** was developed to empower and equip students to overcome challenges. A future-centric, progressive approach of institutional bodies is reflected in thinking process & work culture, decisions and actions taken. The institute has **deployed welfare schemes** for its **students and employees** including scheme run by institution. They are encouraged to participate in **capacity-building courses**. The institute helps & supports them in expanding their skills & capabilities for the betterment of society & other institutions. Their work is duly recognized and awarded. Process for promotions is executed within the time frame. Project-based funding, event sponsorship, and theme-based fundraising are incorporated. Every year the budget is discussed & approved by an authorizing team of CDC members. Internal and external audits are done. Optimal & efficient use of infrastructure enables the institute to have 2 faculties, 3 UG streams, and 5 PG streams encompassing 2000+ students.

The Internal Quality Assurance Cell (IQAC) of the institute establishes and maintains quality assurance strategies and processes ensuring quality in teaching and learning processes, as well as all operational methodologies which are regularly reviewed and enhanced to meet the desired outcomes. Periodic evaluations are done to assess the **effectiveness and identify areas for improvement**. Ensuring that the institution is fulfilling its mission of delivering quality education.

Institutional Values and Best Practices

Institutional values are the root elements that shape the culture of an organization and its fruitification reflected as 'Best Practice'. The 'mission' passionately executed for the vision of institution, leads to its distinctiveness.

The institute focuses on gender equity through gender audits, sensitization events, and creating a secure environment on campus. We have policies for energy conservation and waste management. Our efforts for an inclusive environment embrace cultural, regional, linguistic, communal, and socioeconomic diversities through cultural, sports, and regular behavioral aspects. Our activities, such as hosting an elocution competition on National Unity Day and celebrating language days, promote unity, integrity, linguistic diversity, and appreciation for different cultures. Encouraging student participation in the NSS and Rotary Club instills a sense of social responsibility.

Our **best practices** revolve around effectively implementing our values and mission statements. Every department has own are of serving purpose leading to **departmental best practice**. These are identified in academic audits and promoted for betterment of other departments.

The distinctiveness presented talks about systemization of vision & mission. Located within a socio-economically disadvantaged community, our institution is committed to catalyzing positive change. We provide an ecosystem for socio-economically disadvantaged students, aiming to transform them into high-quality human resources by imparting knowledge, skills, and wisdom. Our goal is to equip students with the tools they need to succeed academically and professionally in real life.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DADA RAMCHAND BAKHRU SINDHU MAHAVIDYALAYA, NAGPUR
Address	Dada Ramchand Bakhru Sindhu Mahavidyalaya, Kaka Tilokchand Rughwani Marg, Panchpaoli, Nagpur Maharashtra, India
City	Nagpur
State	Maharashtra
Pin	440017
Website	www.drbsmvnagpur.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Vishwajit M. Pendsey	0712-2640368	9823912580	0712-2642050	principalsmvnagpur@yahoo.in
IQAC / CIQA coordinator	Yogesh V. Bhute	0712-9970286568	9970286568	0712-7122642050	ybhute@yahoo.co.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate Sindhu Mahavidyalaya.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Sindhi Linguistic
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	13-02-1976	View Document		
12B of UGC	24-03-2004	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dada Ramchand Bakhru Sindhu Mahavidyalaya, Kaka Tilokchand Rughwani Marg, Panchpaoli, Nagpur Maharashtra, India	Urban	4.434	4344.609

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BSc,Botany Chemistry Zoology Microbio Biochem Biotech Physics Maths Electronics Comp Sci Eng Hin Mar,Bot Chemi Zoo Microbio Biochem Biotech Phy Maths Electronics Comp Sci	36	HSSC	English	1260	688
UG	BCom,Com merce,	36	HSSC	English + Hindi	1320	774
UG	BBA,Manag ement,	36	HSSC	English	360	285
PG	MCom,Com merce,Accou nts and Taxation	24	B.Com	English	320	109

	Business Studies					
PG	MSc,Zoology,	24	B.Sc.	English	44	22
PG	MSc,Botany,	24	B.Sc	English	44	9
PG	MSc,Chemistry,	24	B.Sc	English	44	28
PG	MSc,Mathematics,	24	B.Sc	English	44	6
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce Business Economics Business Administration and Business Management	60	M.Com	English	20	10
Doctoral (Ph.D)	PhD or DPhil ,Zoology,	60	M.Sc. Zoology	English	20	5
Doctoral (Ph.D)	PhD or DPhil,Botany ,	60	M.Sc. Botany	English	20	1
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	60	M.Sc. Chemistry	English	20	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				73			
Recruited	0	0	0	0	0	0	0	0	25	23	0	48
Yet to Recruit	0				0				25			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				20			
Recruited	0	0	0	0	0	0	0	0	8	12	0	20
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				39
Recruited	9	5	0	14
Yet to Recruit				25
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	11	13	0	24
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				49
Recruited	22	5	0	27
Yet to Recruit				22
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	1	0	6	3	0	12	21	0	49
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	7	10	0	19
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	6	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	662	7	1	0	670
	Female	1071	7	0	0	1078
	Others	0	0	0	0	0
PG	Male	37	0	0	0	37
	Female	136	1	0	0	137
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	13	0	0	0	13
	Others	0	0	0	0	0
Certificate / Awareness	Male	649	3	0	0	652
	Female	1035	4	0	0	1039
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	229	340	320	272
	Female	364	528	473	427
	Others	0	0	0	0
ST	Male	22	25	22	22
	Female	23	25	31	23
	Others	0	0	0	0
OBC	Male	309	302	305	306
	Female	512	476	484	480
	Others	0	0	0	0
General	Male	279	429	466	427
	Female	429	567	574	518
	Others	0	0	0	0
Others	Male	186	147	133	151
	Female	374	275	244	253
	Others	0	0	0	0
Total		2727	3114	3052	2879

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institute has a strong perception that Holistic Education is a multidisciplinary/interdisciplinary activity. The aspiring students usually focus on a Selected Group / Major. Understanding the concept of immediate school subject and cross-faculty knowledge domains is equally important for enhancing vision and application. The set combinations for science (ex. PCM, CBZ) were taken care of within school and essentially led to better application part. The scope has now been transformed through the NEP 2020 framework. Currently, the institute is implementing Phase 1 of NEP (for post-graduation programs Y23 was the implementation year) by following the directives of</p>
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	<p>the Affiliating University and State Authorities. The institute has formed a task force for NEP implementation and adoption of new dimensions. The RTM Nagpur University has introduced credit-based courses, which have been enthusiastically implemented. Phase 2 of NEP will be executed from the Y24 batch and the institute having B.Com, B.B.A., and B.Sc. has in-house facilitation to choose cross-faculty OE/GE and other verticals. The institute is prepared for pedagogical preparations to be adopted for expected integration. The Institute has formed a task force for NEP implementation and keeping watch on development at the state level. Participation in BoS and hosting /conducting university-level workshops has made us ready to motivate the students for multidisciplinary study and provide the TL module for the betterment.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institute is working on the current ABC guidelines and waiting for directions for credit granting powers. All the students enrolling from Y23 have an ABC registration mandatory. The Institute has 100% compliance in the last 2 batches and has an awareness drive for the rest of the students. The institute prospectus and website have dedicated pages promoting ABC along with DigiLocker. Support for registration is available during the admission schedule.</p>
<p>3. Skill development:</p>	<p>The institute has an emphasis on building professional and technical skills. The curriculum delivers the expected theoretical part and the faculty members convert into skills during practical hours. The skilling factor depends on the willingness of Lerner (Students) and efforts are taken to imbibe the responsibility concept. HEI has been providing certificate and value-added courses for the past five years, which have helped our students enhance their skills and generate employment opportunities. These courses have been transformed into SEC & OE courses as per the NEP framework requirement. Life skill guidelines from UGC have been adopted, the faculty members have synchronized 'expectations' from the courses and the feedback is positive. The institute has conducted OJT, field visits for improvement of skills, and initiated for Kaushalya Vikas Kendra, supported by the government of Maharashtra, and expects to be operational soon.</p>

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

The institutes have commerce faculty in which the language of instruction/examination is Hindi. While mentoring the regional language Marathi and the local language Hindi is used, this helps students to understand the difficult part of the curriculum. Queries are most of the time answered in bilingual mode. It helps students not only in understanding but also in raising and forming small issues bypassing the English confidence factor. The environment of the institute affirms Bhartiya Culture. Festivals such as Guru-Purnima, Chetri-chand, and Vasant Panchami are celebrated with a joyful and traditional atmosphere. National festivals and international days are also observed. The subject delivery and bridge courses carry finer aspects of IKS. Especially the BBA program where “Business is everything” is taught with dharma-based ethics and values that teach them the difference between ‘everything’ and ‘anything’. Environmental studies are mandatory for all students and are delivered along with the grass-rooted Bhartiya concept of ‘NisargaSahajivan’, different suktas which expresses gratitude toward nature and its importance. On the same line Botany, Mathematics, and Physics topics are explained with Bhartiya relevance. NEP 2020 framework includes an IKS module of 2 credits for 2 semesters designed for general and subject-based curriculum inclusion. The faculty members have been oriented and facilitated for resources. The library resource has intentionally procured regional language books aiming at holistic growth.

5. Focus on Outcome based education (OBE):

Evaluation has strong significance for Teaching-teaching-learning process. Serious efforts have been taken to implement OBE where specified and design OBE for unspecified domains. The institute looks for parameters, and objectives mentioned as CO, CSO, and PO during internal assessment and mock test examinations. The course outcomes are explained at the start of the session, which helps students to find out exactly what they have to achieve. The website & induction program also includes repetitions. The Classroom interactions, seminars, presentations, and practicals are aligned with a query of outcome achievement. In the initial phase, these observations also help the institute is classifying slow & advanced learners. In case of student is not found up to a certain benchmark is asked to improve with support

	from peers and faculty.
6. Distance education/online education:	The Institute has a facility for supportive online education. The concept of ICT was incorporated way back but its Online form emerged during a pandemic. All the departments are equipped with online resources either developed by themselves or by eminent experts under a Creative Commons license. Digital resources such as books, journals, and others are made available through the library. The digital reading room facilitates students to have access. Mobile-based Apps are incorporated to have better conceptualization and self-learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, The Electoral Literacy Club has been working for its cause since its inception. The District Collector and The affiliating university have taken the initiative. The institute has focused on its outcome rather than structure and has appointed a Vice Principal in charge with concern about participation.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the student coordinator and faculty have been involved along with the drive from NSS.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Since the two major elections Parliament and State legislative are due in the same year around Apr 24 & Oct 24 major thrust was given on enrolment@18th All the admissions in 3rd semester onwards compulsorily collected information regarding voter registration, if not, e-registration through the SVEEP program was conducted. A physical registration form (Form 6) was provided in case of failure in e-registration. SVEEP is the flagship program of the Election Commission of India for voter education, spreading voter awareness, and promoting voter literacy in India. It is a multi-intervention program that reaches out through different modes and media to educate citizens, electors, and voters about the electoral process to increase their awareness and promote their informed participation. SVEEP is designed according to the socio-economic, cultural, and demographic profile of the state as well as the

	<p>history of electoral participation in previous rounds of elections. Presentations from institutional & election officials have been conducted with a special focus on students @17, to have immediate registration.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The institutional staff has been involved in election work for the last 4 years. It includes Block Level Officers BLO who move door to door collect, correct information about voters, and update voter lists. Demonstration about the voting procedure, EVM is conducted each year through cooperation from the district election office. Since the area has a significant number of transgenders special Rainbow booth was made in the college to facilitate. This was the unique and only booth in the Nagpur constituency.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>More than 90 percent have applied for registration, it is an institutional mandatory condition and the process form includes either of three; voter ID, SVEEP E-registration, or physical form.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2879	3052	3114	2727	2817

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

2 Teachers

2.1

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

Response: 81

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	67	64	65	50

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
87.17	91.05	74.62	89.34	77.35

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institute is dedicated to fostering a robust curriculum delivery framework meticulously crafted and documented to establish a firm educational foundation for both students and educators. With adherence to the syllabus of Rashtrasant Tukadoji Maharaj Nagpur University, the curriculum encompasses the essence of each discipline, translating theoretical constructs into practical applications.

At the culmination of each academic session, departmental academic calendars are meticulously prepared, integrating bridge courses for incoming students, thoughtfully curated co-curricular activities, such as guest lectures, workshops, conferences, and field trips, enriching the educational experience. Furthermore, certificate courses are incorporated to augment the existing curriculum. Academic planning also encompasses the Continuous Internal Assessment (CIA). Teachers utilize these calendars to structure their teaching plans, outlining topics, reference materials, and electronic resources. These schedules are made accessible on the institution's website and notice boards, ensuring seamless coordination of scheduled activities.

To address the knowledge gap observed in newly admitted students transitioning from the previous course to the current one, strategic bridge courses are designed and offered. The objective is to enhance learning by bridging existing knowledge gaps through the utilization of available resources. Post-bridge course assessments through exams, students are categorized as slow, average and advanced learners, and tailored activities are organized accordingly. Special attention is devoted to slow learners, with dedicated contact hours allocated to address their individual questions and concerns. They are also encouraged to attend and get benefited from the guest lectures, workshops etc. Advanced learners are encouraged and aligned with their interests and guided to participate in intra as well inter collegiate seminars, workshops, debates, presentations etc. All the students are motivated to participate in various events organized for their overall development.

To ensure a robust learning experience and meet the evolving needs, the institution offers value-added certificate courses. These courses enhance the curriculum and contribute to the holistic development of students

Continuous Internal Assessment (CIA) is a part of academic progression therefore advance planning is made in academic calendar for the CIA in the college. Examination and evaluation committee work for the CIA in the institute. The college examination committee prepares a plan which includes tentative dates for conducting class wise unit tests and terminal exams. Departments prepare their examination schedule in the academic calendar and assess the performance of the students on the basis of their performance in unit tests, terminal exams, assignments, Viva-voce, project works etc.

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

1.2 Academic Flexibility

1.2.1

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

Response: 26

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

1.2.2

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

Response: 59.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
2128	2912	2201	1029	482

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Our institute places a profound emphasis on education as a potent instrument for shaping character and fostering life skills among students. Embedded within the framework of our academic programs are crucial subject papers like professional ethics, Human values and environmental sustainability. The second year of our undergraduate program features a project on Environmental Science, designed to enlighten students about environmental issues and sustainability.

Beyond the curriculum, various dedicated cells such as SMV Women Empowerment Cell, Extension Activity Cell, NSS unit, Rotaract club, Environment Cell, Training and Placement Cell, led by teacher mentors, meticulously plan and execute student-centric activities to address these cross-cutting issues.

To address Professional Ethics, a three-day workshop on Professional skills, Ethics and Organization Protocols was organized to imbibe ethical practices among the students. A five-day Industrial Visit to Chandigarh was arranged to provide students with real-time exposure to industry protocols and ethics. The visit aimed to familiarize them with industry setups and operational and professional ethics. Moreover, a Business Fair was organized where students showcased their managerial skills while strictly adhering to ethical principles and demonstrating leadership qualities. Another industrial visit focused on organizations, emphasizing their rules, ethics, and business types. Additionally, guest lectures were conducted on banking basics, ethics and principles, digital marketing ideas for event management etc.

Gender Sensitization efforts included Guest Lectures such as "Encourage Women to Call Out: Choose to Challenge," "Gender Equity Today for Sustainable Development" and "Break the Bias," along with lectures on "Women's safety and Cyber Crimes" and "Safety and Security guide for girls" by Mrs. Sapna Talreja. Additionally, there were programs like hand-on training workshops, online essay competitions, and webinars focusing on gender sensitization and equity.

Under Human Values like **Community service, Civic responsibilities and Empathy** activities like Blood Donation Camps spanning multiple years, Eye Checkup Camps, Guest Lectures on Organ Donation and Individual Responsibility, Street Plays on Traffic Awareness, and Disaster Management at Fire Sites were organized. Other initiatives included the distribution of School Supplies, various fundraising events, visits to orphanages, and promoting **mental health and peace** through events like Sunya Meditation and Cycle Rally on National Youth Day. To instil **a sense of Patriotism**, events such as Swadeshi Diwas, Walk of Peace on Republic Day, and celebrations like "Fabric of Unity": Azadi Ka

Amrut Mohtsav were held.

In terms of EnvironmentSustainability, the institution undertook activities like NirmalayaSankalan to Protect Lakes, Swachchhata Rallies, Cleanliness Drives, Artificial Bird Nesting, and Crafting Natural Holi Colours. Additionally, there were initiatives like National Webinars on Ecosystem Restoration, Exhibition Visits, Nature Trails, Tree Plantation Drives, and events like Cycle Day and Cyclotrek Event to promote green practices. Awareness programs on plastic pollution, conservation of rivers, and the reintroduction of African Cheetahs were also conducted. Furthermore, celebrations like Ozone Day and Wildlife Week were observed to spread awareness about environmental conservation.Top of Form

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

1.3.2

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

Response: 29.32

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

Response: 844

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 93.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
1043	1140	1089	1245	1227

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1228	1244	1140	1252	1273

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 93.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
1043	1140	1089	1245	1227

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

2022-23	2021-22	2020-21	2019-20	2018-19
1228	1244	1140	1252	1273

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 41.72

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institution has objectives to deliver subject content both in core and applied dimensions.

Along with traditional classroom teaching, specific student-centric teaching methods are blended to achieve objectives. The appropriate method is selected based on subjects offered at undergraduate and postgraduate levels as well as diversity among students.

Implementation of effective pedagogies, the institutions have organized training programs for teachers. A few faculties of the Institutions have participated in Maharashtra State Faculty Development Academy (MSFDA) workshops conducted at the state level. The MSFDA recognizes some of our teachers as Master Trainers and with the help of these trainers Institute has conducted in-house workshops to understand new pedagogies.

These pedagogies used include experiential learning, flipped learning, inquiry-based learning, project-based learning, and participative learning.

Experiential learning is facilitated through laboratory work, industrial visits, field visits, educational tours, workshops, and training programs. These learning methods provide students with valuable experiences, making learning more engaging, memorable, and relevant. Additionally, departments offer certificate courses to inculcate values, develop skills, and enhance students' prospects.

Flipped learning helps students free class time for activities that involve a higher order of thinking for the advanced learner. The classroom elaborations from peer students, propagate an "I can do it" culture.

Inquiry-based and project-based learning is carried out through assignments, projects, and case studies, it depends on subject requirements. As a part of the curriculum undergraduate and postgraduate students undertake project activity. In the NEP framework, postgraduate students have internship or on-job training. BBA curriculum has case studies that made students orient their thinking towards systematic studies.

Participative Learning is encouraged through students' participation in various intra and inter-collegiate events such as seminars, presentations, group discussions, model-making, quizzes, debates, and brainstorming sessions.

The institute has a well-developed ICT ecosystem to ensure the effective delivery of curriculum and online platforms, especially during the pandemic. These tools are used for teaching, learning, and evaluation. The use of E-resources helps in the teaching-learning process that enriching, self-paced, and interest-oriented for the students. The use of a dissection video is helpful to the students to understand the topics easier and faster. The institute has around 29 LCD Projectors, 176 computers 3 interactive board setups, and Internet connectivity from BSNL.

Faculty members incorporated Power Point presentations and video clips in their teaching. Use Learning Management Systems such as Google Classroom, MOOC, and WordPress. The students are motivated by mobile app-based learning, including the Pl@ntNet app for plant identification, the Logic Circuit Simulator app for electronics, and the Anatomy 3D Atlas app for studying human anatomy. Moreover, students have access to a language lab and a digital library. Resource platforms like NList, e-books, e-journals, Shodhganga, and e-library Zoology to enhance subject knowledge.

Faculty members have developed lecture notes, video clips, Power Point presentations, and practical handouts to support classroom teaching. The developed resources/ study materials have been uploaded on the Nagpur University e-shiksha portal.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 86.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	73	73	73	73

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

2.4.2

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

Response: 90.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	62	58	58	45

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Examination and Evaluation Committee under the aegis of IQAC, mentors and monitors all affairs related to the CIE process. The institute, being affiliated, has the following segmentation of examination:

1 Internal assessment

The institution has a transparent and robust mechanism for internal assessments in terms of frequency and type. In orientation with the Examination and Evaluation Committee, the departments prepare a departmental calendar and inform it to the students.

Continuous internal evaluation is carried out through unit tests, assignments, and pre-semester examinations. The department has the freedom (decentralization) to choose methods to assess the students. The major parameters include punctuality, regularity, performance in unit tests, term examinations, assignment submissions, open book tests, surprise tests, practical/oral examinations, viva-voce, project work, presentations, etc. leading to aggregated Internal Assessment.

The evaluation/marks of unit tests, class tests, assignments, prelims, etc., are shown in the classrooms, and each student can inquire about their performance. Assignment topics include topics related to the syllabus or its applied part.

Continuous internal assessment helps the students to check their performance and compare with peers. The faculty members have feedback and come to know about students' understanding of the subject.

During the COVID-19 pandemic, these activities are carried out through online mode using LMS such as Google Classroom, Google Meet, etc. These online platforms mode helped in conducting & maintaining transparency in internal assessment. During NEP2020 implementation workshops, tools such as Plickers, Mentimeter, and Kahoot were demonstrated and incorporated last year for a quicker & clearer examination process.

2. External assessment

Conducted & Evaluated by the University. On behalf of the University, the institute serves as the examination center, and the examination chief supervisor looks after regular work such as downloading & printing question papers, examination of the allotted students (outside/inhouse) to the center, and transport of solved answer sheets to the University.

The institute has a dedicated setup under the 'examination room' for this purpose. Grievances related to these examinations are resolved by adopting university guidelines. Revaluation, re-examination, wanting form, attendance sheet, and photocopy of answer sheet can be obtained by the students within a stipulated time, the institute examination section mentors and helps the students to raise grievances if any. The university provides a facility for review of the results and has a time-bound process to resolve student grievances related to evaluation through parent institutions.

The University has modified this process from winter 2021 by which Odd Semester (1, 3 & 5) examinations are evaluated at institute premises but the rest process is carried out at the University level. The institute has a robust mechanism for the 'Valuation Centre'. All the answer sheets are masked for transparency before valuation and marks are uploaded on the University portal after cross-verification.

Parent-Teacher Meetings are conducted to help create a supportive, grievance-free environment for the advancement of students, as the three human components come together.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The value of outcomes lies in the direction and purpose of the curriculum. Initial thought on set outcomes helps the students to strive for it. Holding onto that leads to a more structured and purposeful academic life. It assists faculty members in the adoption of TL practices. The institute website states and displays Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) to ensure an aligned mindset of all stakeholders.

There is a strong focus on how these outcomes can be achieved, with regular reviews to ensure that all students possess the necessary skills and knowledge by the end of their learning journey. These outcomes are prominently displayed on the College website for all stakeholders.

At the beginning of each academic year, the IQAC and the Teaching Learning Committee organize a Student Induction Program where the Programme Outcomes (POs) are communicated to newly admitted UG and PG students. Program outcomes (POs) are the statements that express the goals of a study program. The heads of departments and teaching faculties communicate the learning outcomes and their importance to the students at the beginning of each semester. The departments organize appropriate curricular, co-curricular, and extra-curricular activities to align with the Program Outcomes (POs) and Program Specific Outcomes (PSOs). The POs, PSOs, and Course Outcomes (COs) of all subjects of undergraduate (UG) and postgraduate (PG) courses are well displayed on notice boards to communicate with the students. Students are informed about the possible career opportunities after completing the prescribed programs. The course outcomes (COs) are also communicated to the students through question papers of unit tests, prelims examinations, and assignments. These methods help in the achievement of program and course outcomes. Feedback from students is taken at the end of each semester by the feedback committee. Student feedback is necessary to identify areas for improvement. The college evaluates the results of university exams with the help of faculty members. The performance of students in each course and subject is evaluated to identify whether program and course outcomes have been achieved.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainment of POs and COs is a prominent checkpoint of Graduate Attributes comprising other holistic development points. The course outcomes are designed to make students competent in all domains of learning.

The departments organize appropriate curricular, co-curricular, and extra-curricular activities to align with the Program Outcomes (POs) and Program Specific Outcomes (PSOs). These transforming activities address the mentoring & facilitator role of the teachers and involve the students in the learning process. The monitoring is achieved through tagged questions in the internal examinations, and assignments

The assessment of Programme Outcomes (POs) and Course Outcomes (COs) is a key part of outcome-based education. COs are specific to the program offered by the Institute and are evaluated after each course to determine if they have been achieved. The COs for each course in the first to sixth semester of a three-year undergraduate program (UG) and the first to fourth semester of a postgraduate program (PG) are assessed using different methods. The teaching-learning committee of our college organized a training program under the umbrella of IQAC on methods for achieving program outcomes and course outcomes. CO attainment can be quantified, reflecting the abilities and knowledge of the learner based on their performance. This can be determined by examining how well students perform on various assessment tools, including quizzes, assignments, internal assessments, and final exams. The level of attainment of program outcomes and course outcomes is measured based on students' performance in internal assessments. Each department conducts internal assessments using various methods such as class tests, unit tests, open book tests, assignments, preliminary examinations, presentations/seminars, project work, group discussions, etc. Course outcomes are used to quantitatively measure how well program outcomes are achieved. CO Attainment assessment methods include direct and indirect methods. The direct method of course outcome assessment is based on unit tests, semester examinations, etc. Each question in the question paper is linked to the corresponding CO, and the overall attainment of that CO is based on the average marks set as the target for final attainment. The percentage of COs attained by the students is then calculated.

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

2.6.3

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

Response: 81.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
449	1025	1045	685	554

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

2022-23	2021-22	2020-21	2019-20	2018-19
1053	1047	1087	695	747

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:**

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 30.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
20.57	5.4	1.5	0	3.4

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institute strongly engross, Education and Research as complementary processes and perceives their application as innovation, Intellectual property, and procreation among the students. Innovation ecosystem building blocks are arranged to accelerate students & faculty members towards innovation, startup, IPR, and finally economic achievement.

The **founding block 'Research'** has been sensitized for an applied part. In the last 5 years, recognition as a 'place of research' in the faculty of Science and Technology, Commerce & Management, Ph.D. for teaching and supporting staff, Research students, IPRs, and publications are tangible outcomes of the system. The Institutional Academic Integrity Panel has been established to create awareness about responsible conduct of research, promotion of academic integrity, and prevention of misconduct including plagiarism in academic writing among students and the staff. About 244 research articles have been published in various national and international journals. About 242 books, chapters, and articles in

the proceeding and patents have been published in the last five years.

The institute **has collaborated** with The incubation foundation and sanctioned INCUBEIN subcenter of RTM Nagpur University. The center named 'Navriti' is at the preliminary level with a few enrolled students engaged in ideation, small hands-on modules to enhance creativity. The institute has recognised in Atal Ranking of Institutions on Innovation Achievements (ARIIA) 2021 in the band beginners under the category of General (Non-technical).

The legal part of '**innovation to market**' was introduced through workshops. The institute has organized workshops with the theme "Intellectual property rights- patents and design" in collaboration with the Rajiv Gandhi National Institute of Intellectual Property Management, a National center of excellence in the field of IPR. To cater to the queries of UG-PG students interactive, deliberated on "Fundamentals of IPR" by Dr. Hirwade, Department of Library Sciences, Nagpur University was organized.

The Entrepreneurship Development cell forms **foundational block of 'entrepreneurship'**. The workshops and talks conducted by ED cell created awareness about market strategies, opportunities, and practical approaches. The experiential learning event, **Haat Bazar** was organized to deliver various business concepts to the students.

Indian Knowledge System (IKS), **Bhartiya Gyan Parampara** is an integral part of most of the subjects and a vertical in the NEP2020 university framework. Science Day, Vigyan Sanskar Shibir in association with Vigyan Bharati, and the golden jubilee event Chitra Falak has been focussed on unraveling "**Bharat**". The institute has planned to deploy '**Bhartiya Gyan Parampara**' in a horizontal format at awareness and acceptance levels. In teaching-learning practice, the vision for IKS is sensitized in the subject by respective departments for example Department of Management, covers the topic of Business Ethics and Social Responsibility along with principles, such as Dharma (righteous duty), Satya (truth), and Aparigraha (non-possessiveness) to conceptualize ethical conduct. Department of Botany covers, Environmental & plant related topics with reference of **vruksha Ayurveda & vaidik** references.

The concept "**From research to value-added product**" has made us search for new funding resources from **UGC, RGST** Commission and **MOIL**, where project work was oriented towards a product that can be taken as a start-up.

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

3.2.2

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

Response: 80

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	23	19	12	05

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 3.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	62	72	48	38

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

3.3.2

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

Response: 2.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	46	35	58	35

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

3.4 Extension Activities**3.4.1**

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

Response:

The institute is engaged in extension activities for the neighbourhood community to sensitize students through its Extension Activity Cell, NSS, Rotaract Club in collaboration with Goonj and other local bodies. Workshops and events organized to create awareness among the students and the community and address the social issues.

NSS Unit of the institute in collaboration with various blood banks organized regular blood check-up camps and blood donation camps collecting **258 units** of blood thus helping save around 774 lives. It organized Eye Check-up camps in association with Mahatma Eye-bank & Eye Hospital as well as Niyakshi Hospital. A total of **125 spectacles** were distributed free of cost to the needy patients. 18 patients were detected having cataract and 3 with squinting have been operated free of cost. Camp witnessed an overwhelming response of 746 people.

The institute has undertaken initiatives such as AIDS, Polio, Cancer, Zoonotic diseases and Dengue awareness drive as well as activities promoting healthy eating habits and preventing diseases in collaboration with Maharashtra State AIDS Control Society (MSACS), National Institute of Disaster Management (NIDM), and Hindustan Petroleum Corporation Limited

Promoting environmental sustainability through initiatives like "Nirmalaya Sankalan" for waste management, "Safe Holi Campaign," and workshops on "Artificial Bird Nesting" in collaboration with "Aranya Paryavaran Sanstha." Also, organizing tree plantation drives, cycle rallies for environmental awareness, and competitions on waste management.

The institute is committed to holistic student development to contributing positively to society through collaboration with NGOs. The institute organized a yearly "Joy of Giving" event with "Goonj" encouraging staff members, students, and their families to donate old useful things. The campaign resulted in the collection of clothes over a three-day period, which are then segregated by gender and age, repacked, and handed over to the city collection centre. Over the last 5 years, more than 9000 clothes, sweaters, shoes, bags etc have been donated. The institute is actively participated in charitable activities, distributing blankets, shawls, computers, and other essential items to those in need. In addition, the institute has adopted a village Anjangaon where medical camp, socio-economic survey, and educational initiatives, such as distributing books and organizing training sessions have been conducted.

Events on societal issues like cyber-crime, health, gender sensitization, visits to orphanages, and computer literacy sessions for the underprivileged were taken up for students' awareness. Webinars and lectures on gender sensitization and equity were conducted aiming to empower women and girls by providing them with knowledge and resources.

The institute collaborated with Vigyan Bharti to organize Vigyan Sanskar Shibir, providing science opportunities for neighborhood students engaged by college volunteers.

In the COVID-19 pandemic the institute volunteers provided food and daily essentials, smokeless stove, sanitizers made by students, masks and gloves amongst the neighbourhood and orphanage centres. The institute carried out Vaccination Awareness drive, vaccination drive and in collaboration with the NIDM, National Webinar Post-COVID Transitioning of Children from Home to Schools: A Psycho-Social Perspective was organized. Cleanliness drives were organized regularly by the institute to inculcate the cleanliness habits among the students.

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

3.4.2

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

Response:

The Rotaract Club of Dada Ramchand Bakhru Sindhu Mahavidyalaya, operating under the Extension cell of the college and the esteemed banner of Rotary Club, Nagpur North zone, has made significant strides towards societal betterment in line with the core focus areas of Rotary International.

The club diligently strives to build international relationships, enhance lives, and contribute to creating a better world through its fervent support of peace efforts and the global initiative to eradicate polio. With a comprehensive approach to service, the club is actively engaged in peace-building, conflict prevention, disease prevention and treatment, water, sanitation, and hygiene initiatives, maternal and child health programs, basic education and literacy campaigns, and community economic development endeavors.

Notably, the Rotary Foundation Trustees and Rotary International Board of Directors have unanimously endorsed the inclusion of a new area of focus: environmental conservation. This development marks a significant milestone as supporting the environment becomes Rotary's seventh area of focus, encompassing various categories of service activities bolstered by global grants. In recognition of its unwavering commitment to community service, the Rotaract Club of DRB SMV has been honored with the prestigious '**Rotary Citation Award**' by Rotary International for the sessions spanning **2020-21, 2021-22, and 2022-23**. This esteemed accolade is bestowed upon Rotaract clubs that wholeheartedly dedicate themselves to serving society through impactful community projects.

Furthermore, the club has garnered acclaim for its exemplary contributions, securing the **Best Project award from the South Asian Rotaract Association**. Importantly, the club's multifaceted initiatives have seamlessly covered all areas of focus outlined by Rotary International, thus meeting the **stringent criteria for the Citation Award**. The club's members have been at the forefront of diverse service projects, which encompass initiatives such as environmental protection, blanket distribution drives, waste management, visits to orphanages and old age homes, blood donation camps, traffic safety awareness programs, and health advocacy initiatives, to name a few.

Notably, the club came into the spotlight during the 2022-23 session owing to its exceptional contributions to society, further cementing its reputation as a catalyst for positive change. In the preceding session, 2021-22, the club's endeavors bore fruit as it clinched the prestigious Best Project Award for its "**Mega tree plantation**" initiative, an accolade presented by its parent organization, Rotary

Club Nagpur North.

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

3.4.3

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

Response: 104

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	28	30	21	10

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

3.5 Collaboration

3.5.1

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

Response: 27

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institutional campus is spread in 1,93,087.4 sq.ft. The institute runs 3 UG programs, 5 PG Programs and 4 Ph.D. programs. The optimization of infrastructure is achieved by having **different time slots of operation**. The institute starts at 7:30 AM and completes its academic schedule at around 6:00 PM. Commerce & Management faculty predominantly operates in morning hours and Science faculty operates in afternoon hours. This effectively provides ample space for TL process, cocurricular & extracurricular activities.

The institution has **thirty-two classrooms, eighteen laboratories** and **one central research laboratories**. The classrooms are well illuminated, spacious and ventilated. Central research laboratory comprises of various sophisticated instruments facilities are available for faculties, post-graduation and doctoral students. Postgraduate and doctoral students can also access research labs in the Chemistry, Zoology, and Botany departments at the institution. Computer facilities in Computer Science and Electronic Lab are used by students. The Department of Botany has its hydroponics unit and botanical garden. The Department of Zoology is having **museum with QR scan** codes. The Department of Languages has Language Lab for development of communication skills. An auditorium with ICT facilities, public address system with equalizer serves perfectly for cultural activities, invited talks and induction program. Computational facility through **176 computers** engages students for academic activities including programming.

The institution has eleven classrooms, and eleven laboratories are equipped with **ICT facilities**. One air-cooled **smart classroom** is fully ICT enabled. Six portable projectors with in-built audio & wireless connectivity scales up ICT for any space yielding lower maintenance cost. The institution has an IT-enabled exam control room for conducting university and college examination. The institution offers **LMS facilities** like Google Classroom, Quiz on Kahoot, and interactive online classes on Google Meet.

The institutional Library is truly knowledge resource center with LMS and resources in both physical & digital dimensions. Physical books, number titles 18846 and volumes 60734, reading room and journals all create a handy resource. The digital resource of 6000 e-journals and 3800000 e-books for reference through N-LIST. The digital reading room is accessible to both students and teachers. The institution has a Wi-Fi-enabled campus.

The institution has provision for **indoor and outdoor sports games**. The institution has facilities for

indoor games in the sports room where various competitions were organized like Table Tennis, Chess, carom, etc. The institute provides the College Quadrangle for practicing various outdoor games like Volleyball, Kabaddi, Sepak Takraw, etc. A skating rink has been constructed in the college premises to practice skating and also conduct the games. The institution has a well-equipped **gymnasium** with a treadmill, cross trainer, cycle, workout machines, and free weights. The institution has signed an MOU with Annasaheb Gundewar College for the practice of cricket and baseball.

The **cultural programs** like Mehendi, Rangoli, Sketch, Skit, Singing and Dancing etc. are conducted in Auditorium. The outdoor activities like **Saptrang** and Grand Gala event was held in the college Quadrangle of size: 84' 6"×61' 6" feet along with **Yoga**.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 45.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
31.87	57.38	34.60	36.98	30.38

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS),

adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The library is a knowledge resource centre that plays a very important role, especially in higher education institutes. Our institution has been **the Integrated Library Management System (LIBMAN Version 2.0)** since 2003. LIBMAN software enables complete digitization of administrative and management tasks, including acquisition and circulation, processing, OPAC MIS etc.

Subscriptions to e-resources and journals

Contemporary knowledge on any field plays a prime role in academic and higher education institution for research activities. The institutional Library is subscribing e-Books and e-Journals, e-Shodh Sindhu, Shodh-Ganga through N-List Consortia, developed by INFLIBNET Centre, Gandhi Nagar, Gujrat which is the part of University Grants Commission.

Through N-List, providing.

1. E- Journal - 7000 + Journals
2. E- Books - 200000 + E-Books
3. National Digital Library - Approximately 80,0000 e-books.

The institution's library provides NLIST ID and a password to staff and students free of cost. The Library also provides Wi-Fi connection and computers terminals for N- List user. The institutional Library has subscribed life time membership of Current Science, published by Indian Institute of Science, Bangalore. The other open access Journals which are available in the cloud for enhancing knowledge of user.

Optimally use of Library by the Faculty and Students

The library has a collections of books on various topics, books by eminent writers for UG, PG and Ph. D. program. **The optimal usage** is achieved by time bound traction. This also inculcate **'must read now'** concept among the students. Faculty members, staff and the students are beneficiaries. Most of the students in the institution is from underprivileged are, providing various book on competitive examination like **UPSC, MAPSC, Bank, Railways** them to shape career.

The Library is having the **collection of rare books**. Approximately 150 staff members and students regularly visiting the library. The library has a reading room facilities for students of UG, PG and Ph.D. program. Nearly 50 students regularly use this facility. Staff and students have access the online e-resource platform known as N-List in a digital reading room.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution has regularly updated IT facilities to provide state-of-art support for academic and official work. The institution has three Optical Fibre Broadband network (BSNL) connection of 200+ MBPS updated from 100 MBPS in 2020.

The institution having routers and switches converting campus into Wi-Fi enabled and LAN connected. Routers & switches have been upgraded for speed on every replacement caused.

Computers have been incremented each year as per plan and has reached number 176 from 65 in 2019. The added computers have either a Bronze-certified or a Gold-certified SMPS enabling high-performance system where efficiency is a priority.

Portable LCD projectors have been procured, instead of standard hanging set-up to ensure optimal use and for facilities like auto focussing, internet connectivity, in built audio and pen drive adoptability.

The college campus is fitted with a CCTV surveillance. In 2022, 50 more CCTV cameras and two video recorders are procured to ensure discipline and safety purpose. These recorders are network video recorder (NVR). This made modernization in camera with new IP camera. The system is now accessible from anywhere.

The printers have been procured with policy of 'Save paper'. Procurements are duplex printers, the total numbers have been increased along with replacing few old damaged.

Examination Centre has been added with fast copiers, to print 1000+ pages in less than hour.

File Description	Document
Upload Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**Response:** 16.36**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 176

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 26.15**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
33.81	15.66	18.23	19.56	22.43

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 60.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
1799	1658	1948	1612	1783

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: A. All of the above

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

5.1.3

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

Response: 54.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
2879	1651	1700	1283	403

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 25.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
135	243	243	188	164

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

2022-23	2021-22	2020-21	2019-20	2018-19
449	1025	1045	685	554

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

5.2.2

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

Response: 2.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	11	09	09	06

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

5.3 Student Participation and Activities

5.3.1

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

Response: 73

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	22	02	17	14

File Description**Document**

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 31

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	35	14	43	43

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.4 Alumni Engagement****5.4.1**

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

Response:

For our institute it's a matter of pride to witness the success stories of first-generation graduates. The inception of Dada Ramchand Bakhru Sindhu Mahavidyalaya Alumni Association was on 21st February 2010 in the college premises.

Alumni Association 'Sindhu Alumni Association for Reunion and Team work for Helping and Integrating the Old and the New' (SAARTHI) is a registered body with charity commissioner registration number Nagpur/0000168/2019. Being stake holders, they play an important role in the institution by providing financial and social aid to the students. In the celebration event of 50 years of establishment of college, all reputed alumni were invited for their valuable contribution towards nation, society and college.

Every year, three meetings on average are being held to channelize the work of the association to cater to the needs of the students of the institution through our respected Alumni. Alumni can register themselves through online or offline mode. A total of 2315 alumni have associated themselves with their parent institute through registration.

Support Services:

Donation of books for needy and poor students is done by them time to time. Alumni have also helped many students through placement drives in their firms.

Financial Support:

Alumni members have given poor students financial aid through fee support and gifted a generator to the institution.

In addition to this, SAARTHI has helped the institution by sponsoring co-curricular and extracurricular activities. Sports tournament & events have been equally enjoyed by the alumni.

Current Executive Body Members of SAARTHI:

Dr. I. P. Keswani	:	President
Mrs. Shobha Bhagia	:	Vice President
Dr. S. V. Tewani	:	General Secretary
Dr. Amit Nanwani	:	Treasurer

We feel alumni are those valuable assets who represent their parent institution locally, nationally and globally. Some alumni engrossed at eminent posts internationally and nationally are:

1. **Mr. Bhupinder Singh Bhatti** : International Cricket Umpire, BCCI
2. **Dr. Yoganand Barve** : Vice President - Plant Science and R&D at AVT Natural Products
3. **Mr. Shubham Dubey** : IPL player from Rajasthan Royals Team
4. **Mr. Vicky Kukreja** : Corporator Jaripatka and Chairman of Kukreja Infrastructutre
5. **Mr. Suresh Jagyasi** : President, Nag Vidharbh Central Sindhi Panchayat

The institution is glad of its prestigious alumni who have reached the pinnacle of success and have brought laurels and fame to the institution.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Sindhi Hindi Vidya Samiti (SHVS) governs the institute with the motto "Live to serve" and the tagline "**Knowledge is Power**". The management is quality-conscious, open-ended, and committed to the cause of education. The participation of all stakeholders has fostered a participatory work culture, resulting in progress over the past 53 years.

The organizational workflow has been designed in three dimensions to achieve an understanding of responsibilities, clarity in the process, and decentralization while upholding the central idea specified in the vision and mission.

A five-year **perspective plan** (2020-25) was developed to empower and equip students to overcome challenges. The plan was created based on inputs from various stakeholders and proposals from departments.

Academic Governance

Academics have been planned & administrated through IQAC, and concern committees such as Teaching-Learning, Research, CIE, and Heads. The two faculties are monitored by vice-principals including the examination compliances. Review meetings, mutual interactions, and consensus discussions with the principal are frequent.

Research Governance

Research activities are administrated at two levels, one being a recognized place of higher learning where two faculty-wise coordinators look after admission, screening RAC, and workshops with the help of external experts, and the second research by faculty members where the research committee supports finding opportunities, screening & selection of proposals, compliance to timeline along with Institutional Academic Integrity Panel (IAIP).

Holistic Growth Support

Cocurricular, Extracurricular, and Sports activities and values are administrated through the Cultural committee, Physical Education & Sports departments, the National Service Scheme, Extension Activity Cell, and departmental heads. Events and activities are planned in synchronous with the IQAC academic calendar and university examination schedule. Value education, crosscutting issues, gender equality, and environmental education are covered through special awareness events.

Finance & infrastructure Governance

Finance & infrastructure augmentation is executed by a task group headed by the principal and CDC members. Budget allocation and financial norms are followed. The departmental requirements are processed by Heads (decentralized) with prior approval. Office equipments & stationery purchases and maintenance are executed by the finance section with prior approval. Separate accounts for all activities including university examinations are maintained. Financial Audits are conducted each year. Resource mobilization is worked out for conferences/seminars, and cultural and sports events. SHVS provides economic support for new infrastructure, maintenance issues, and other expenditures.

NEP implementation steps

The institute conducted a special series to disseminate NEP-2020 objectives, framework and transformation to be implemented. The students were guided through detailed information in the prospectus/counseling & through the website.

The faculties have been trained in new pedagogy and aspects through MSFDA programs. Facility for ABC registration is available on the website & mandatory for admission.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Basic feeling & motive of SHVS, the contemporize perspective plan and a future centric progressive approach of institutional bodies is reflected in thinking process & work culture. Orientation towards cause of education leads to concordant decisions and actions.

A transparent internal monitoring, hierarchical, yet interleaved responsibilities, and accessibility of administrative authorities leads to participation & coordination in procedural mechanism. The service rules and guidelines are strictly followed in adherence to UGC/ State/ University documentation. For example formation of IAIP (UGC July 2018), has been trait as it was initiated immediately post covid session in Aug 2021.

The HEI has Granted & Non-Granted sections. The Granted section staff is recruited after prior permission of State Govt & University and in exact steps suggested by authorities. Management ensures academic quality in recruitment & experienced Ph. D holders are preferred to achieve objectives of holistic development. The Faculty Induction Program is conducted after completion of recruitment process apart from regular FD workshops.

Career Advancement Scheme (CAS) is efficiently run and proposals are placed within stipulated time before actual date of placement. The recommendations of IQAC Committee and the Self- Appraisal System together enable the principal to implement the CAS procedure.

The Non-grant section staff is recruited on similar lines except state financial permission.

University approval for all the staff members are pursued on appointment & CAS

Participation in Capacity-building, Refresher, Orientation, FDPs from HRDC and other centers in online/offline mode, and courses from MOOC, NPTEL, SWAYAM is encouraged to achieve objective of serving contemporized needs. The step also helps faculty in guiding students for enrolling & undergoing online module.

Infrastructural requirements have been segregated on the basis of priority & quantity, and each year financial budget is allocated and required procurement is achieved. This ensures objective of serving increased number and technological upgradation. Standard procurement practice is followed, multiple quotations, comparative analysis and best suited for quality & time line is opted.

IQAC, CDC, ICC and other committees work together and act independently as required to perform assigned objectives. Around 26 mingled committees execute purpose along the guidelines of IQAC.

A detailed report on perspective plan deployment is attached.

Some exemplary “effective and efficient” deployment outcomes of governance & plan are:

The institute has started four PG programs and has research centers in two faculties

Has participated in AISHE, NIRF, AARIA and submitted AQAR each year.

Implemented NEP 2020 at PG level and equipped for UG implementation from 2024

Sizeable share in curriculum design & university NEP framework design through BoS, Senate participation

Implemented examination reforms with a quick decision yet confidential process, implemented energy & green audit recommendations.

The Students & staff members are recognized & felicitated on Independence & Republic Day for achievements in academic, cultural, and social spheres.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institution has a well-defined self-appraisal system for the teaching faculty. The teachers are required to fill out and submit the Annual Performance Appraisal form at the end of an academic session. The Self-Appraisal Form adopted by the university includes duties and responsibilities carried out,

information on lectures conducted, co-curricular activities, extra-curricular activities, research activities, academic qualification enhancement, short-term courses, professional course attended, books published, projects awarded, Ph.D. program and other relevant information. Professional advancement – Assistant Professor to Associate Professor and Professor - is facilitated with timely processing, helping faculty members to avail avenues. Permissions and NOCs needed for becoming BoS members, members of professional bodies & councils as well as for new professional opportunities are granted by the Principal. The institute facilitates faculty members to become research supervisors at other HEIs/places. Participation in FDP is positively supported.

Performance Appraisal of non-teaching staff is done through a Confidential Report submitted each year by the candidate, reviewed & endorsed by the immediate authority. Regular promotion and Time-bound promotion are made with pre-approval of the CDC. The professional development of non-teaching staff is achieved by in-house training in the area of operations and deputing for various training and development programs conducted by other authorities.

The following welfare measures/schemes are in place for teaching and non-teaching Staff.

1 Appointments on compassionate grounds: The children/spouse of faculty/ non-teaching staff are appointed on compassionate grounds.

2 Availability of leaves as per norms of regulatory authorities/laws are Casual, Earned, Medical, Maternity, Child care, Sabbatical, Duty, Special Leave (ICC)

3 Group Insurance Scheme: Group Insurance covers a group of lives under one contract.

4 Quick Fund Scheme:

The financial status of Non-teaching staff is found to be non-sustainable in case of some medical emergency or major event. The staff, unfortunately, look for sources to resolve the cash crunch and get involved in larger traps/depressions with lenders' unforeseen conditions, hampering the normal work culture of the institute. The Scheme is a supportive system to handle such conditions in the interest of the welfare of staff members and his / her families. The scheme is run by SHVS.

5 Health Sector:

a) Gym: A fully equipped Gym is available for staff & students.

b) Medical check-up facility: A full-time doctor is provided, and Medical bill reimbursement is as per state norms.

c) Health Awareness Programs

6 Food Facility: Nutritious food is provided through the institution's canteen.

The institute takes care of mental well-being through recreational and sports activities. The cultural programs focused on students are equally enjoyed by faculty members. The Department of Physical Education organizes competitions in various sports for staff members yearly to enhance teamwork capabilities.

7 Beyond Campus

The institute helps & supports staff members in expanding their skills & capabilities for the betterment of society & other institutes. Academic reforms, quality enhancement, Disaster management and the RTI Act are key areas along with the subject domain. The exemplary work of Mr. Navin Agrawal, Registrar DRB Sindhu Mahavidyalaya as an RTI law expert is worth mentioning.

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

6.3.2

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

Response: 34.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	17	40	17	15

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

6.3.3

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

Response: 47.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	34	46	113	10

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	06	11	31	32

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

Financial Resources

The institute strives for Government, Non-Government, and Philanthropical resources with appropriate objectives to fund the institute under the aegis of SHVS. The institute is grant-in-aid and collects university-approved fees from parents of students, self-earning students, the Social Justice & Special Assistance Department, the Government of Maharashtra, and the Government of India. The institute has submitted a proposal under the PM-USHA scheme to mobilize funds for construction purposes.

Project-based funding, event sponsorship, and theme-based fundraising are incorporated wherever applicable & executable. Cash prizes to appreciate performing students have philanthropical sponsorship. Newer dimensions to the traditional sources, in the form of consultancy work and product development, have been initiated.

The salary of the faculty members and staff for the non-grant programs and partial development activities of the college are taken care of from the recommended fee structure.

Alumni stand as financial resources to the students, in the form of association 'Sarathi' subject to conditions.

Financial utilization

The funds are utilized under standard heads approved by the sanctioning authority. The budget is discussed & approved by an authorizing team of CDC members. At the beginning of the academic session, the principal calls a meeting of all the departments for a preliminary discussion of budget allocation. The departments submit requirements, and based on priority, the annual budget is prepared and submitted to the CDC. Post-sanctioning, the procurement process is executed independently for recurring & non-recurring expenditures. The office finance section executes administrative material procurement, maintenance, and regular AMCs. All financial transactions are subject to internal check and control i.e., transactions are passed through the President/Secretary and the signature of the principal is mandatory.

Internal audit is done by a Certified Chartered Accountant; compliances are made as per suggestions. External audit is done by the Central Government (Accountant General Office). Audits are carried out in sequential order, Internal Auditor (CA), assessment by Joint Director (State Gov), Senior Auditor (State Gov), and Accountant General (AG). Timely utilization of allocated resources/funds is efficiently checked & governed.

Infrastructure utilization

Infrastructure is a vital resource for academic institutions. Occupancy of classrooms & laboratories during 24 hours speaks about optimal & efficient use. The institute runs for more than 10 hours, scheduling 2 work shifts for 2 faculties, 3 UG streams, and 6 PG streams encompassing 2000+ students.

Centralized instrumentation laboratory, and skating rink/parking are used for different purposes to avoid repetition of procurement and infrastructure.

Other resources

Optimal utilization of available resources is achieved through rain-water harvesting, solar electricity generation, use of bio-degradable garden waste for vermicomposting, sensor-based light, etc.

Green Audit and Energy Audit have been executed for analysis purposes and recommendations have been incorporated looking at necessity and feasibility.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) is a crucial entity that establishes and maintains quality assurance strategies and processes within the institution. The IQAC ensures that teaching and learning processes, as well as operational methodologies, that are regularly reviewed and enhanced to meet the desired outcomes, with its rigorous review processes guaranteeing the best standards of excellence in teaching-learning, operational frameworks, and learning outcomes. The IQAC works closely with management, administrative staff, and the college development committee members to ensure timely resolution of pertinent matters such as maintenance of infrastructure, expansion of laboratories, improvements related to students' well-being on campus, etc. Periodic evaluations conducted by the IQAC assess the facility's effectiveness and identify areas for improvement, with its continuous emphasis on monitoring and assessing learning outcomes ensuring that the institution is fulfilling its mission of delivering quality education. The IQAC also plays a core responsibility in monitoring the teaching and learning process, ensuring that students have transformative educational experiences. Through the Continuous Internal Evaluation (CIE) process, the IQAC identifies areas of enhancement, offering valuable insights that help faculty members refine their teaching techniques and adopt innovative approaches. To achieve all its objectives, the IQAC conducts various seminars, workshops, and training programs to identify adoptable quality initiatives and train staff members to implement them. It evaluates administrative processes, governance frameworks, and resource management to streamline routine processes and procedures, reduce redundancies, and optimize resource allocation that will improve the curricular, co-curricular, and extra-curricular happenings. Furthermore, the IQAC's commitment to recording and tracking incremental improvements in various activities is unique, creating a repository of significant records of achievements that serve as a testament to the institution's commitment to

continuous enhancement. These records not only highlight the institution's success but also provide valuable benchmarks for future endeavors. In conclusion, the IQAC of the college has transformed the institution into a center of academic and aggregate excellence through its unwavering dedication to continuous improvement and meticulous documentation of noteworthy progress. The policy frameworks and institutionalization of academic practices by IQAC have significantly contributed to elevate the standards of the institution, which will undoubtedly stand ahead of its time.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Response: The global policy & 'Goal 5: Gender equity' have been practiced in the institute. Global statement "Gender equity is the process of being fair to men and women. To ensure fairness, strategies, and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a **level playing field**" has been executed since the inception, of the institute and has gained momentum in the last 5 years. Governance & Administration has been keen on 'Target 5.1 **End Discrimination Against Women and Girls**' and has positively promoted employment factors. Recruitment in the last 5 years has a dominance of women candidates (90%) making more than 50% inclusion of women as faculty members. Committees, Cells, and other bodies also feature **participation & leadership of women** ensuring 'Target 5.5 Ensure full participation in Leadership and **decision-making**'. When designating roles and responsibilities, duties and privileges, all faculty and staff are treated equally irrespective of gender. They have **equal access** to privileges, resources, and opportunities.

The focused approach has been achieved through the Women's Empowerment Cell which helps the administration to achieve **awareness** among the staff & the students on 'Target 5.3 **Eliminate all harmful practices**', Target '5.8 **Promote Empowerment of Women** Through Technology, and awareness about various legal instruments. Along with ICC, 'Targets 5.2 **End all Violence against and Exploitation of women and girls**' was achieved in awareness & action mode. The issue of gender equality is bolstered by a syndicate Program that organized webinars on women's health and hygiene, women's empowerment and cybercrime, and women's awareness programs for female and female-identifying students. In the event of any academic, personal, health, or social issues, faculty mentors counsel mentees in a sensitive manner, regardless of gender. Frequent interactions with lady police officers and visits to Panchpaoli station, boost **confidence** in girls. Workshops teaching self-defense techniques to both girls' and boys' students are organized frequently to make them ready to face challenges. The faculty adheres to the gender equity principle in academic and co-curricular events, giving male and female students equal opportunities for excellence. Gender sensitization among students is achieved through extending relevant topics towards gender-based discussion.

Having more than fifty percent of girls as students inspirational case studies cover feminine examples and motivation for on-ground participation. The global goal is extended for the third gender to include local needs. The students are made aware of the 'other gender' and accept them as biological facts. Mental icebreaking is made through technical awareness documentaries and videos on institutional websites. This addresses local societal issues as the election commission has recognized this institute as a 'Rainbow Model Poling Station'.

Institution is responsible for the safety and security of all students and employees Campus facilities for woman include CCTV surveillance and lady guards; the institute has a girl's common room provided with covered dustbins, hand wash & soap, a sanitary napkin vending machine, and an incinerator for disposal for the hygiene of female students.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institute strongly affirms nature's signature as diversity. The faculty members and the staff member are oriented during induction program to accept first and understand **essence of diversity**. The process of understanding yields significance and contribution of each diverse module. This philosophy is appropriately applied for developing the students with tolerance, harmony, values, and rights, duties that are expected in constitution and largely as culture of Bharat. The institute has made conscious efforts to provide an inclusive environment by acknowledging and respecting cultural, regional, linguistic, communal, and socioeconomic diversities. This creates a welcoming atmosphere where everyone feels valued and accepted, regardless of their background. Celebrating Teacher's Day with enthusiasm in the college auditorium is a wonderful way to **honour the dedication and hard work of educators**. Dr.Sarvepalli Radhakrishnan's birth anniversary serves as a fitting occasion to express gratitude to teachers for their invaluable contributions in shaping the future generation. The greetings on '*Gurupurnima*' are indeed **continuation of heritage**.

Recognizing Pujya Jhulelal Jayanti reflects the college's commitment towards its cause, being recognize as sindhi linguistic minority institute. It transforms **cultural and religious traditions** of Sindh prant and samaj to newer generations. Republic day as sports achievers felicitation & Independence day as academic achievers felicitation makes '*yog*' of national pride and **spirit of contributing to nation**. Organizing a digital poster making competition as part of the Azadika Amrit Mahotsav celebrations encourages students to reflect on the significance of Bharat's **freedom struggle** and express their thoughts creatively. Hosting an elocution competition on National Unity Day promotes the **spirit of unity&integration** among students, while also providing a platform for them to learn about and honour national leaders. Organizing an essay competition on National Girl Child Day helps raise awareness about the importance of **women's empowerment** through education and encourages students to reflect

on gender equality issues. Recognizing and celebrating Hindi Diwas and Marathi Diwas highlights the importance of linguistic diversity and promotes **appreciation for different languages** and cultures. The institution's dedication to sensitizing both students and employees to constitutional obligations and nurturing them as better citizens through various activities is truly commendable.

Celebrating **Constitution** Day annually serves as a reminder of the **foundational principles** upon which the nation is built. Taking oaths to uphold the integrity and dignity of the nation reinforces the commitment of individuals to these principles. Encouraging student participation in the NSS inculcates a **sense of social responsibility**. Special efforts have been taken by Election Literacy Club (**ELC**) to aware about electoral process and duty to participate as voter. This approach not only enriches the educational experience but also helps in shaping individuals who are not just academically proficient but also socially aware and actively engaged in the betterment of society. '**Saptrang**' intercollegiate event celebrated each year in our institute serves as a platform for students from different colleges to showcase their cultural talents and interact with other institutional **fostering camaraderie and promotes cultural exchange**.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

1. **Title of the Practice:** Book bank and Deposit scheme

2. **Objectives of the Practice**

- To help socio-economically poor students
- To inculcate the habit of reading, skill of self-learning, thus improving academic performance
- To create equal opportunity for students who can't procure and feel timid
- To support the needy students during the examinations by providing resources

3. **The Context**

The institute is situated in a socioeconomically weaker locality. The students do not have educational ecosystem. They require study material on priority. Library books under standard condition have stipulated retention period. To overcome this difficulty, the institute library runs two schemes simultaneously namely Book bank scheme and Deposit scheme.

4. **The Practice**

Focusing on objectives of two schemes students are encouraged for self learning.

A) Book Bank Scheme: The students who cannot afford to buy books avail this facility. Students are issued 4 to 5 books at a time without deposit and without a library card. Many students were benefited by this scheme. Year wise data is given below.

Book Bank Scheme		
Session	Number of Books	Students beneficiary
2022 - 23	803	267
2021 - 22	560	212
2020 - 21	344	127
2019 -20	435	142
2018 - 19	351	76

B. Deposit scheme: During exams time, more books are needed for a longer time. This scheme starts 45 days before the exam. Any student of our institution can avail this facility by depositing a certain minimum amount which is refunded after the books are returned. Students can issue up to 5 books. A large number of students were benefited. Year wise data is as follows-

Deposit scheme		
Session	Number of Books	Student Beneficiary
2022 - 23	1506	636
2021 - 22	379	178
2020 - 21	384	196
2019 -20	329	187
2018 - 19	244	160

5. Evidence of Success

This scheme is in place for the last 35 years. Needy students were benefited optimally by this scheme. Every year many students availing this scheme scored well. It is also helped in creating educational interest and improving reading habits. They qualify various competitive exams and entrance examinations. The scheme is thus contributing in the development of students.

6. Problems Encountered and Resources Required

- Higher engagement of library staff in terms of time.
- The recovery of books poses problems.

2. Title of the Practice:

“Vigyan Sanskar Shibir”

2. Objectives of the Practice

- To develop scientific temperament.
- To develop scientific inquiry, carry out scientific investigations and evaluate scientific evidence.
- To imbibe scientific spirit and experiential learning.

- To establish linkages for development of scientific temperament
- To generate scope for activity-based learning.
- To provide training and extend facilities for creative work for neighboring schools.
- To persuade interest for science.

3. The Context:

In most schools, students learn the concepts of science theoretically. Lack of practical experience & other limitations, loss of interest in the subject is usually observed. The institute in association with Vigyan Bharti decided to organize a camp to arouse interest of students through expert lectures, models, experiments, group discussions, and hands on training etc. Various concepts with appropriate pedagogies were taught leading interest generation and develop a scientific temperament. The program enables students to think analytically, and creatively to solve problems, and make decisions in scientific manner. We also aim to identify & nurture the bright minds among the student community, who are keen on subject related to science.

4. The Practice

In collaboration with Vigyan Bharti, the institute organized eight-day Vigyan Sanskar Shibir in April 2023. 198 students of 10 different schools from standard 7th to standard 10th participated. About 48 students UG/PG students had volunteered in helping the students in workshop.

The lectures were delivered on different topics like petroleum, Solar Energy, human eye, heart, cancer awareness, nano-technology, Environmental science, Astronomy, birds, electricity generation in TPS, electric vehicles, National Calendar, science in sports, weapons used in war and many more. Students gain useful information about different branches of sciences through active participation in these lectures.

In the second session, our volunteers had presented various science experiments through which they explained the concepts of science to school students in an easy and creative way to make the concepts more interesting and understandable so that students get attracted towards science. Some of the experiments that were carried out were test for adulteration of food, Blood group analysis, Detection of carbohydrates, proteins and lipids from the given sample, determination of lung capacity, measurement of blood pressure by sphygmomnometer, action of salivary amylase on starch, etc.

5. Evidence of Success:

In this eight-day Workshop, 198 students from standard 7th to standard 10th had participated from 10 different schools. The students had shown interest in experiencing the various concepts of science and performing the hands on with the experiments. They have several questions on the topics that were presented in front of them by our students, teachers and experts. Not only the school students but also the volunteers that were participated in the workshop got an opportunity to learn a lot from the process and communicating with the mob and handling the situations. The audience & the mentors had a group discussion. Through the feedback of participants, it was clearly observed that the students had enjoyed and learnt a lot form the workshop and gain interest in science.

6. Problems Encountered and Resources Required:

The major problems encountered was, arrangements of instruments and experimental materials since the

camp was organized in 7 different schools.

It was also a challenge to train the volunteers of our college to present the experiments in front of school students. We had first selected a team of students of different branches from UG and PG level according to their subject of interests.

The volunteers was allotted specific topics to explore followed by training to perform the experiments and make their ideas very clear about the topic so that they could encounter the queries of school students in efficient and confident way.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Ecosystem for the socio-economically disadvantaged students

The institute has a vision to lead in meeting the evolving needs of society by offering higher education that prioritizes quality and holistic development. In today's rapidly changing world, education must go beyond traditional boundaries to prepare students for multifaceted challenges. Our commitment lies in providing academic excellence fostering personal growth, critical thinking, and develop ethical leadership. We aim to produce graduates who are not only proficient in their chosen fields but also possess a deep understanding of societal issues and a desire to effect positive change. Through innovative teaching methods, state-of-the-art facilities, and a supportive learning environment, we strive to empower our students to become leaders who can make a meaningful impact on the world.

Located within a socio-economically disadvantaged community, our institute is driven by a commitment for positive change. Our primary objective is to cultivate academic excellence hand in hand with robust personality development, empowering our students to thrive on the global stage. However, our vision extends far beyond individual achievement; we recognize the imperative to uplift our community in tandem with personal growth.

Our institute recognizes the importance of contributing to the betterment of society, especially socio-economically weaker society. This commitment reflects a sense of social responsibility and a desire to make a positive impact on the community. By prioritizing the transformation of students into high-

quality human resources through the transfer of knowledge, skills, and wisdom, our institute aims to equip them with the tools they need to succeed academically and professionally. The students are made aware of and have access to various scholarships and aid schemes provided by the government. This initiative greatly helps students. The institute's commitment to supporting students from weaker socio-economic backgrounds is commendable, and initiatives like the Book Bank Scheme play a crucial role in ensuring that these students have access to essential academic resources without facing financial obstacles and have supportive learning environment. Encouraging students to participate in various activities promotes their holistic development and enhances their overall skills and capabilities.

By engaging in extracurricular activities, students develop leadership skills, teamwork, and interpersonal skills, which are valuable for their overall growth. Conducting bridge courses helps students ease into their studies and compete effectively with their peers. These courses address any gaps in foundational knowledge and skills, ensuring that all students have an equal opportunity to succeed academically. By identifying obstacles hindering students overall development due to economic deprivation, the institute can take targeted measures to raise their performance and refine their skills. This personalized approach ensures that students receive the support they need to thrive academically and personally. Implementing a mentor-mentee scheme demonstrates our institute's commitment to providing comprehensive support to students beyond academics. By assigning mentors to students, the institute aims to address their emotional, personal, economic, and social needs. This personalized support system helps students navigate challenges and nurtures a students from underprivileged backgrounds in pursuing their academic goals. Involving parents in the mentor-mentee process through parent-teacher meetings ensures a collaborative approach to addressing students academic and personal challenges Recognizing the language barrier faced by some students who come from Hindi, Marathi, or Urdu medium backgrounds, our institute acknowledges the importance of addressing this challenge. Providing support, such as additional language assistance or resources, can help these students better understand lectures delivered in English and facilitate their academic success. By nurturing open communication between mentors, students, and parents, institute creates a supportive network that enhances student success and well-being. Soft skill development classes focus on enhancing students communication and personality development, equipping them with the confidence and interpersonal skills needed to succeed in both academic and professional settings. Providing language labs and computer facilities allows students to improve their English-speaking skills, upgrade their listening abilities, and enhance their digital literacy. Certificate courses has been run by the institute like Tally, Vermicomposting, Biofertilizer, Soil analysis, Floriculture, Water analysis, Food safety and Quality management, etc. to provide them the knowledge and skill helpful for self-employment, whereas as other courses provide basic foundations for higher education. All of these facilities will help our student to avail the opportunities in their future aspect and possibly enhance employability in diverse fields. Recognizing the dedication and talent of students in sports, the institute has instituted a commendable initiative by offering a 50% scholarship in fees for those who excel in sports. This significant support not only acknowledges the hard work and dedication of these athletes but also serves as a powerful incentive for students to pursue their sporting passions along side their academic pursuits. By providing such scholarships, the institute not only encourages students to excel in their chosen sports but also ensures that financial constraints do not hinder their ability to pursue both their academic and athletic dreams. This initiative not only benefits individual students but also enriches the overall sporting culture of the institute, fostering a spirit of healthy competition, teamwork, and achievement. In essence, the institute's provision of scholarships for sports excellence reflects its commitment to nurturing well-rounded individuals who excel both inside and outside the classroom. The active Training and Placement cell assists students in exploring placement opportunities by arranging campus placements and providing guidance and support throughout the job search process. This ensures that students are well-prepared for employment opportunities after

graduation The "Joy of Giving" program organized by our institute epitomizes the spirit of generosity and community engagement. This initiative encourages students, faculty, and staff to come together and contribute to various charitable causes, spreading happiness and making a positive impact on society. Through donations, volunteering, and fundraising activities, participants experience the joy that comes from giving back to those in need. The program not only instils values of empathy and compassion but also fosters a sense of unity and collective responsibility within the institute. It provides opportunities for individuals to connect with their wider community, understand diverse perspectives, and actively contribute to social welfare initiatives.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

NEP implementation workshops for faculty members at university level under aegis of BoS, university. On Job Training & academic writing workshop for post graduate students was conducted. MoU with forest department, Govt of Maharashtra in research domain including facilitation for the students involvement.

Concluding Remarks :

Bharat has seen a focus on quality higher education since 1995, with monitoring by NAAC. Higher Education Institutes (HEIs) are confident about their purposes and are expected to meet international parameters. With nearly 30 years of experience, both teams have adapted to standards, and the internationalization, National Education Policy implementation seems feasible. Dada Ramchand Bakhru Sindhu Mahavidyalaya received its first accreditation in 2004. The institute has always considered frameworks and parameters for introspection and has rapidly implemented practices since its second cycle. The Institution Quality Assurance Cell (IQAC) has consistently and seriously submitted the Annual Quality Assurance Report (AQAR) before the due date for the last 10 years. This rigorous approach has motivated institute to address gaps, engage with authorities, and meet the requirements for higher education. Initiating the submission process for the fourth cycle six months before the last validity date of accreditation is not only a compliance requirement but also reflects the institute's confidence. The institute has positioned itself well ahead of its peers, aiming not to outperform them but to support the enhancement of quality as National Contribution.