



A Premier Higher Education Institute
Run by
Sindhi Hindi Vidya Samiti

Institutional Development Plan

Dada Ramchand Bakhru Sindhu Mahavidyalaya, Nagpur





Institutional Development Plan



**DADA RAMCHAND BAKHRU
SINDHU MAHAVIDYALAYA,
NAGPUR- 440017**



This copy belongs to

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तन्मे मनः शिवसङ्कल्पमस्तु

मेरा मन सदा शुभ और कल्याणकारी विचारों (संकल्पों) से युक्त हो।



The 'Perspective Plan 2020-25' has just been executed, and the 4th cycle accreditation result has energized the institute; it is the most appropriate time to look forward. On the National Education Timeline, NEP2020 bell has already been ringing with the Affiliating University in preparation to deploy NEP.

All these yield to go for HEI's IDP with a vision of an autonomous institute.

This IDP has been exercised with the opinion & feedback of students, staff members, peers and management. The base of this document, NEP2020 policy, is unfolded with Team Sindhu to march ahead on the path "Let's Serve".

I hope this document along with SOP's & manual expected during phase wise deployment and on benchmark achievement would lead to a robust ecosystem.

I would acknowledge the Third-Party Analyst team- Anantpradnya Consultant LLP, Nagpur in the creation of this document.

VM Pendsey

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Holistic Education System





Chapter 1

The Present







The Dada Ramchand Bakhru Sindhu Mahavidyalaya is a 54-year-old premier institution of Nagpur, imparting quality education to the students. The institute was established in July 1971 with the vision & dedication of Sindhi Hindi Vidya Samiti. Rooted & grown in the panchpaoli area of North Nagpur, the institute has a dominant role in uplifting the socioeconomically backward community. It has given a commendable realization of a dream to first-generation graduates & functions as a source of hope for many. Samiti works selflessly for the minorities/weaker sections through imparting education as a national responsibility.

The institute has a permanent affiliation with the Rashtrasant Tukadoji Maharaj Nagpur University. University Grants Commission has granted 2(F) & 12(B) status, and the management program (BBA) is recognized by AICTE.

On quality aspects, the institute has taken up four cycles of quality assessment and accreditation process, proudly stands as an A-grade institute with a CGPA of 3.09 on a scale of 4. The institute has consistent compliance with the **All India Survey on Higher Education**, National Institutional Ranking Framework, and AQAR for NAAC.

Currently, the institute provides UG programs in Science, Commerce & Management, PG programs in Science & Commerce. The institute is recognized as a place for higher learning & research in Commerce, Chemistry, Botany, and Zoology. The ecosystem for research & award of Ph.D. degree has been developed & successfully executed. In-house Induction program for the students & the faculty has a positive and progressive impact.

The institute has successfully implemented NEP 2020 in PG & UG programs. The students have benefited from the implementation of NEP2020 by providing a B.Sc. degree with a choice of 10 Majors, a B. Com degree with a choice of 3 Majors with multifacility Minors/



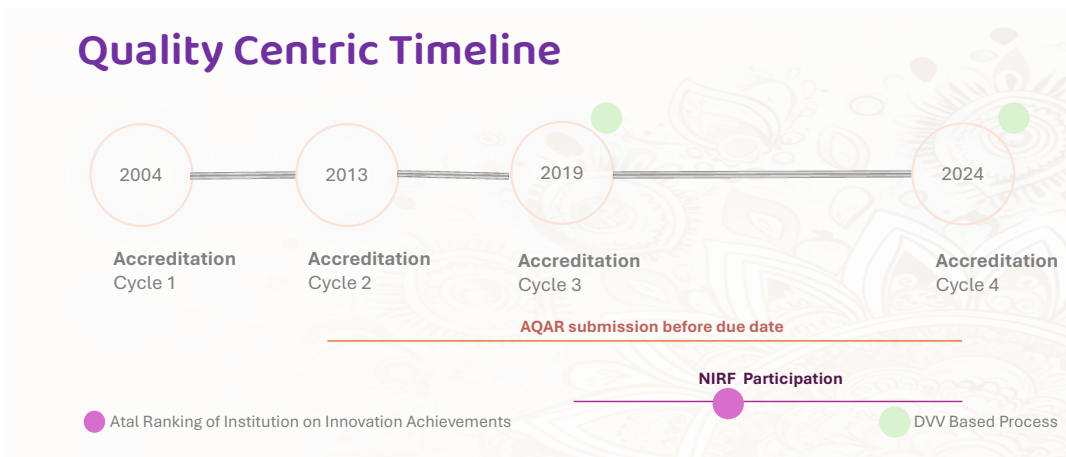
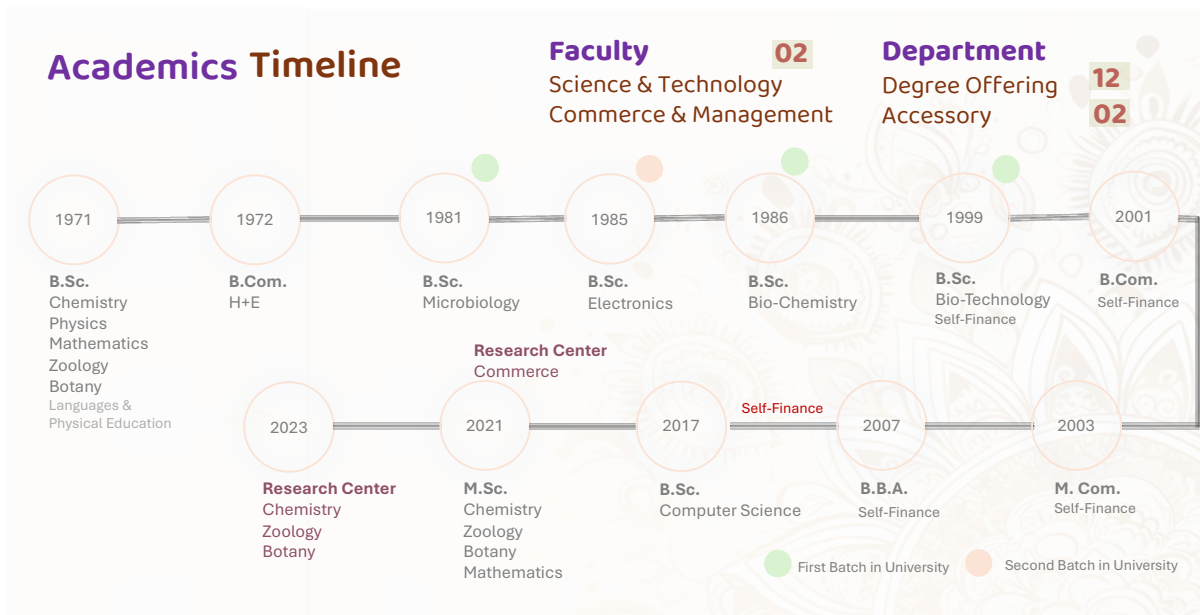
Electives. The institute has an NPTEL local chapter to manifest high-quality online resources for the students, especially research scholars, as well as faculty members. A special task force has been set up to implement CEP/FP/ OJT & Internship Modules to extract the benefits of NEP2020.

The institute has participated in the Atal Ranking of Institutions on Innovation Achievements and initiated Innovation / Entrepreneurship development activity among students and faculty.

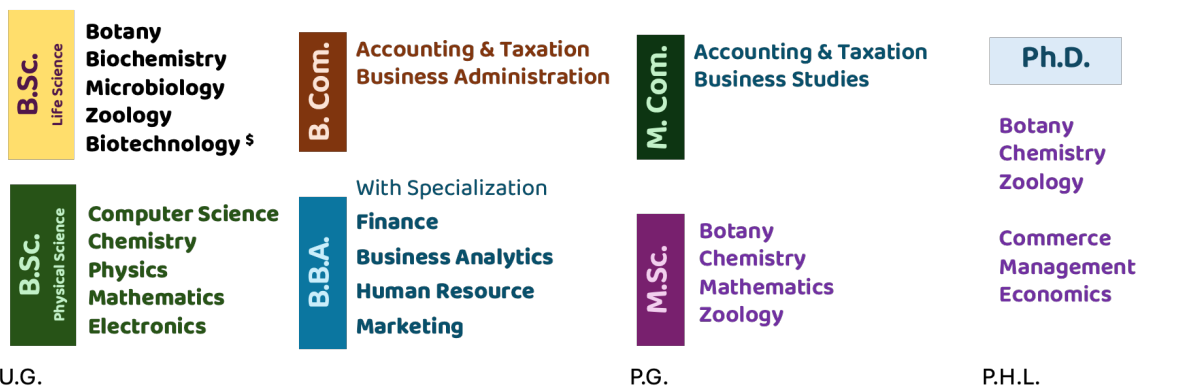
Objectives

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

- 1 Inculcating 'Quest for Excellence' in the faculty members for content delivery & research, and in the students for outcomes and holistic development.
- 2 Realization of TL process, appropriate pedagogical dimensions including ICT tools, strong assessment & evaluation focused on supporting learners to cross barriers.
- 3 Shaping civilizations through the inculcation of a value system among students along with academic standards; this is currently reflected as the concept of 'Viksit Bharat'!
- 4 Analyzing ecosystem for peer performances, internalization, online modules, and other relevant dimensions leading to self-analysis for efficiently serving the needs of the students.
- 5 Progressive steps on collaboration, innovation, incubation, and extending facilitation
- 6 Realization of objectives of NEP2020 and SGD 4.0



Bird View of NEP2020 Based UG, PG Programs





The NAAC Grade Sheet reflects a **commendable performance** with an overall CGPA of 3.09 and Grade “A”. The assessment highlights several favorable areas that demonstrate the college’s academic strength and commitment to quality education. The institution performed exceptionally well in Institutional Values and Best Practices with a CrGPA of 3.7, indicating strong ethical practices, social responsibility, and institutional distinctiveness. Curricular Aspects (3.6) and Infrastructure and Learning Resources (3.4) also emerged as major strengths, showing effective curriculum implementation, academic flexibility, good physical facilities, and satisfactory IT and library resources. The Teaching-Learning and Evaluation criterion scored 3.25, reflecting efficient academic processes, qualified faculty, and positive student learning outcomes. However, the report also identifies certain limitation zones that need attention. The lowest score was observed in Student Support and Progression (2.25), particularly in student progression activities, indicating the need for stronger placement support, career guidance, competitive examination coaching, and alumni networking. Research, Innovations and Extension (2.68) and Governance, Leadership and Management (2.73) also require improvement, especially in research publications, funded projects, faculty empowerment, and resource mobilization.

The **future scope** for the institution lies in strengthening research culture, enhancing industry-academia collaborations, improving student progression mechanisms, and increasing innovation-oriented activities. Focusing on digital learning, faculty development, entrepreneurship initiatives, and stronger alumni engagement can further elevate institutional quality.



North Nagpur is one of the most socially and culturally diverse urban regions of Nagpur and is often referred to as “Mini Bharat” because of its mixed population of Hindus, Buddhists, Muslims, Sikhs, Christians, and Sindhi communities. Major residential areas include Jaripatka, Indora, Kalamna, Yashodhara Nagar, Pardi, and Kamptee Road zones.

Gender and Population Structure

The broader Nagpur urban region has a favorable sex ratio of around 952–963 females per 1000 males, indicating relatively balanced gender demographics compared to many Indian cities. Literacy among males remains slightly higher than that of females, but the gap is gradually narrowing due to improved educational access.

Socio-Economic Profile

North Nagpur has a mixed socio-economic structure. Areas such as Jaripatka and parts of Kamptee Road have established middle-class and trading communities, especially Sindhi and Sikh business groups. Industrial and transport-linked zones like Kalamna support logistics, warehousing, and small-scale employment. However, several pockets still face challenges related to congestion, lower-income housing, infrastructure pressure, and unemployment among youth.

Religious and Cultural Diversity

The population reflects strong multicultural coexistence. Nagpur city data shows approximately 67–73% Hindus, 15-19% Buddhists, 8–12% Muslims, along with Sikh, Jain, and Christian minorities. North Nagpur specifically has significant Buddhist, Muslim, Sikh, and Sindhi populations, making it socially pluralistic and politically important.



Residential Growth and Urban Expansion

Residential expansion in North Nagpur has accelerated because of lower land costs and connectivity through Kamptee Road, Metro development, and transport corridors. Growth is driven by migration from rural Vidarbha and neighboring states such as Madhya Pradesh and Chhattisgarh. Increasing apartment development and mixed-use commercial growth indicate rising urbanization, though infrastructure upgrades are still needed.

Academic and Educational Parameters

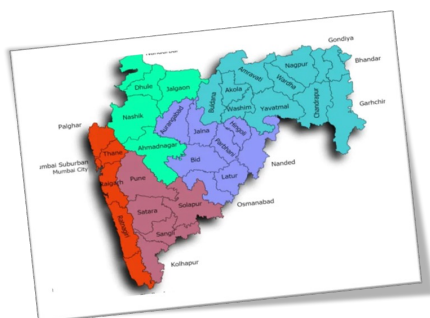
Nagpur maintains a strong educational reputation with literacy above 91% in urban areas. North Nagpur benefits from access to schools, colleges, coaching institutes, and nearby higher education centers across the city. **However, disparities remain between elite educational access and economically weaker communities.** Future educational development should focus on digital learning, vocational training, skill development, and employment-oriented education.

Outlook

North Nagpur possesses strong demographic diversity, growing residential demand, and strategic urban connectivity. Future growth depends on improved infrastructure, employment generation, **educational modernization**, public healthcare expansion, and planned urban governance. With balanced development policies, the region can emerge as a major socio-economic growth corridor of Nagpur city.



State Statistics @2025



Universities	87
HEIs	5579
Stand-alone HEI	2426
Faculty Members	1.63 Lakh
Student Enrolled	45.31 Lakh



Institutional SWOC @2025

Strengths	Weakness
<p>Proficient and dedicated human resource</p> <p>Sensible and student friendly administration</p> <p>Conducive learning environment</p> <p>Ability to support diverse needs of the students</p> <p>Strong traditional and modern learning resources</p> <p>Holistic development through outreach activities</p> <p>Optimum utilization of infrastructure</p> <p>Successful NEP Deployment</p> <p>Higher Participation in university administration</p>	<p>Old Building</p> <p>Limited academic –industrial association</p> <p>Very limited outdoor sports facilities</p> <p>Lack of transport facilities</p>
Opportunities	Challenges
<p>To serve as an autonomous institute</p> <p>To increase financial support to students</p> <p>To act as a catalyst in changing the society</p> <p>Scope to align with national employment policy</p> <p>To do need based research</p> <p>To empower students to cross social challenges</p>	<p>Intake from non-English background</p> <p>Inculcating ethics and values in students</p> <p>Converting traditional subjects into contemporized skills</p> <p>Increase immediate placement</p> <p>Syllabus non-compatibility with the employability</p> <p>Post pandemic paradigm shift in academics</p>



A national-level deliberation & churning led to the following identifiers

Some of the **major problems** in the higher education system include:

A severely fragmented higher educational ecosystem;

Less emphasis on the development of cognitive skills and learning outcomes;

A rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study;

Limited access, particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages;

Limited teacher and institutional autonomy;

Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;

Lesser emphasis on research at most universities and colleges, and a lack of competitive peer-reviewed research funding across disciplines;

Suboptimal governance and leadership of HEIs;

An ineffective regulatory system;

Large affiliating universities result in low standards of undergraduate education.

Suggestion & **possible remedies** changes to the current system:

Moving towards multidisciplinary universities and colleges, with more HEIs across India that offer medium of instruction in local/Indian languages;

Moving towards a more multidisciplinary undergraduate education;

Moving towards faculty and institutional autonomy;

Revamping curriculum, pedagogy, assessment, and student support

Reaffirming the integrity of faculty and institutional leadership positions

Promote HEIs to have academic and administrative autonomy;

“Light but tight” regulation by a single regulator for higher education;



Recognizing, identifying, and fostering the **unique capabilities** of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.

Flexibility, so that learners can choose their learning trajectories and programs, and thereby choose their own paths in life according to their talents and interests;

Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world to ensure the unity and integrity of all knowledge. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc., to eliminate harmful hierarchies among and silos between different areas of learning.

Faculty members are the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions need to be addressed;

A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and **out-of-the-box ideas through autonomy, good governance, and empowerment;**

Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more **specialized areas of interest at a deep level**, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century



capabilities across a range of disciplines, including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.

A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

By 2040, all HEIs shall aim to **become multidisciplinary institutions**, each of which will aim to have **3,000 or more students**. Growth will be in both public and private institutions, with a strong emphasis on developing many outstanding public institutions.

An autonomous degree-granting College will refer to a large multidisciplinary institution that grants undergraduate degrees and is primarily focused on undergraduate teaching, though it would not be restricted to that. A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established.

HEIs will support other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and **support to school education**.

The system of **'affiliated colleges'** will be **gradually phased out** over a period of fifteen years through a system of graded autonomy and will be carried out in a challenge mode.

HEIs will focus on research and innovation by setting up **start-up incubation** centers, technology development centers, centers in **frontier areas of research**, greater **industry-academic linkages**, and interdisciplinary research, including humanities and social sciences research.



Some issues & concerns, apart from core academics, needed for national interest:

Issues Points

1 Rising Emotional Distress Among Students

The State of Maharashtra is witnessing an alarming increase in student stress, anxiety, depression, emotional isolation, and academic pressure across HEIs. Students are struggling silently with intense performance expectations, financial hardships, socio-cultural transitions, relationship issues, and digital toxicity factors that have significantly eroded emotional resilience. The absence of structured emotional support mechanisms has further aggravated this distress.

2 Increasing Student Suicides and Urban Vulnerability

Student suicides in Maharashtra have emerged as a critical public health and educational governance issue. Urban centers such as Mumbai, Pune, and Nagpur reflect disproportionately high numbers due to competitive environments, high-stakes academic ecosystems, migration for education, hostel isolation, and escalating digital harassment. These tragic deaths highlight systemic gaps in: Early identification of at-risk students, Preventive safeguarding, Timely crisis response and post-crisis care. The current mechanisms remain inadequate in anticipating and addressing the emotional emergencies that can lead to suicidality.

3 Absence of Trained Mental Health Professionals

Most institutions lack trained counsellors, psychologists, or mental health professionals capable of providing preventive care, trauma-informed counselling, or crisis intervention. Faculty members, hostel wardens, administrative staff, and student leaders remain largely untrained in recognizing red flags, responding sensitively, or handling emotional crises.

4 Inconsistent Accountability and Institutional Negligence

Existing systems suffer from inconsistent documentation, poor communication flows, no real-time monitoring, and limited institutional accountability.

5 Growing Digital Threats and Psychological Harm

Deepfakes, screenshot misuse, cyberbullying, academic blackmail, trolling, and online shaming are rapidly increasing among youth. Many students face coercion through digital means, but hesitate to report due to shame, fear, or a lack of clarity. HEIs currently lack robust digital safety cells, cyber-psychological support, or rapid redressal systems.

6 Vulnerable Groups at Higher Risk

Tribal students, LGBTQiA+ youth, rural migrants, first-generation learners, female students, and those with disabilities face heightened emotional, social, and systemic challenges. Insensitivity, cultural gaps, and lack of inclusive support structures deepen their vulnerability and isolation within campuses.



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मन्त्रमूलं हि राज्यानाम

कौटिल्य अर्थशास्त्र

(Right) Consultation is an essential & key step in development of State (System)

In accordance with Fact Sheets, Policy Documents, and expected Educational Transformation, the “*mantrana*”, churning of thoughts on various dimensions, case studies were accomplished.



Key Points for Mantrana were:

Check Institutional Vision Mission: Do we need to redefine?

what are the action points for 3 Time Slots, Immediate 2 Years (Y26-Y27), Phase 1 - 4 Years (Y28-Y32), Phase 2 - 4 Years (Y32-Y36)

Finer subcategorization of action points as **enablers**:

1. Governance
2. Academic
3. Quality Assurance
4. Financial Sources and Management
5. Leadership Development
6. External Advisory Boards / Facilitation
7. Research / Innovation / industry / Consultation
8. Student Support and progression
9. Holistic development domains along with academics – A) Sports B) Cultural
C) Social responsibilities D) Constitutional duties under Article 51(A)

What should be the benchmark?

Departmental Development Plan

Identification & deployment of most suitable person for each action point and support team



Formal / Informal Discussions + Chintan



Chapter 2

The Future



Uniqueness – one of the finest example of uniqueness in the world.

Nagpur features a rare double diamond crossing, which accommodates the incredibly high volume of passenger and freight traffic moving in all four cardinal directions without collisions. To allow trains to cross over without derailing, one set of tracks has gaps that allow the unbroken main line to pass smoothly. The design uses a series of acute and obtuse crossings to form a diamond shape, allowing trains to cross each other's paths without changing tracks. The "challenge" often refers to the precision required in signalling and interlocking systems to prevent collisions while maintaining high traffic.



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The vision statement:

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

The mission statement:

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

The Vision & Mission statements are appropriate and show a high reflection on the necessity of the institute. However, an impactful framing of the mission statement can be worked out, suggestive example is given below:

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



Matched Perfectly
(90-100%)



Governance



Key Enabler

In the era of NEP2020, the adoption of modernize, automation based, and proactive governance is essential. The Institute needs to modify the monotonous path deployed since 1971.

The affiliation system has limitations, and for student centric effective deployment of educational outcomes, it is essentially suggested to pursue for an autonomous Status. The following areas need to be revamped irrespective of autonomous status:

1 Existing ERP needs to be expanded immediately

2 Staff attendance and leave, Work Execution, Examination support system, especially CIE, needs to be automated

3 Services, such as Transfer certificate, Leaving Certificate, Transcript need to be automated, and repetitive requirements such as Bonafide, Fee payment, Examination form submission need to be extended to App-based.

4 Students' direct feedback on governance and ecosystem should be taken frequently and analyzed for action points.

5 Archives and documentation digitization & human resource optimization are needed

6 Academic & Administrative domain demarcation needs to be sharpened, and levels of authorities need to be documented & deployed.

7 Academic leadership workshops to be conducted to make the department & programs independent, responsive and ready to take responsibility.

8 Check infrastructural modifications, new building plans, and compliance with regulatory bodies



प्रतिपद्य
दलेरवे प र्शिष्णि
रा वंदिता राहस
नैः शिवस्यैषा मुद्रा
मद्राय राजते

प्रतिपच्चन्द्रलेखेव
वर्धिष्णुर्विश्ववन्दिता।
शाहसूनोः शिवस्यैषा
मुद्रा भद्राय राजते ॥



Academic & Quality



Key Enabler

Immediate 2 Years (Y26-Y27)	<p>Expand the domain of computer science with new UG programs</p> <p>Initiate the Autonomy process with UGC/University</p> <p>Systematically enhance participation in NPTEL / online modules, starting with the Masters' program and skill development module in UG</p> <p>Expanding computerization & automation of student support & administrative processes</p> <p>Check the compatibility for 4-year UG program</p> <p>Initiate rigorous activities under the Entrepreneurship & Innovation Cells</p> <p>Initiate applied research topics in Ph.D. Program</p> <p>Strengthen Field Project & On Job Training Modules</p> <p>Yearly compliance with regulatory bodies, AISHE, NAAC, AICTE, University</p>
Phase 1 4 Years (Y28-Y32)	<p>Check the compatibility of the institute for AEDP, and Re-skilling certification programs.</p> <p>Check the compatibility of the institute for Multidisciplinary academics, Major & Minor from different faculty</p> <p>Check the compatibility of the institute for Multi -institutional academics</p> <p>Initiate Reaccreditation Process</p> <p>Design a new curriculum for existing programs, a new add-on certification and a possible international certification.</p>
Phase 2 4 Years (Y32-Y36)	<p>Check the compatibility of the institute for research based UG programs</p> <p>Check for clustering and expansion of campus</p> <p>Check the compatibility of the institute for degree granting status</p>



Financial Management



Immediate	Deploy Finance Committee,
2 Years (Y26-Y27)	Develop SOPs for Departments, Office, Library, Committees, Cell, and examination section Calculate the deliverables cost per student per program based on standards Develop & deploy individual & departmental consultation policy. Digitize the routine payment process Synchronize the research project & accounting standard requirement Develop a strategy to build a corpus fund for infrastructural renovation
Phase 1	Study & deploy a model for the commercialization of research
4 Years (Y28-Y32)	Check the compatibility of the institute for receiving donations, CSR fund, and large cost research project
Phase 2	Check the compatibility of the institute for commercialization of research
4 Years (Y32-Y36)	Check for financial feasibility for clustering and expansion of campus



Leadership Development



Key Enabler

Immediate	Orientation of faculty members & support staff regarding Autonomy
2 Years (Y26-Y27)	Preparation of executive bodies Workshop on “Curriculum design & industrial Orientation” Workshop on “Understanding Gen Z as learners” Awareness program on new standards & manuals from regulatory bodies Awareness program on “Consultancy: Concept, capacities and legal requirement” Student communication & handling workshop for support staff Awareness program on Unnat Bharat Abhiyan
Phase 1	Workshop on “Showcasing research & IPR”
4 Years (Y28-Y32)	Re-skilling certification programs for support staff Discussion groups for Industry based & product-based research Update Yearly Benchmark Analysis Update Yearly Review of Autonomy Process Certification on IPR Design deliverables through Unnat Bharat Abhiyan
Phase 2	Workshop on “commercialization of research”
4 Years (Y32-Y36)	



Holistic - Sports & Culture



Key Enabler

Immediate 2 Years (Y26-Y27)	<p>Increase admissions under the Institutional Sports Fellowship Program</p> <p>Organize meet with National players to share experiences 1 each semester</p> <p>Increase the Sports verticals up to 20 events to provide a platform for more student</p> <p>Initiate Institutional Cultural Fellowship Program</p> <p>Organize a meeting with a performing artist to share experiences each year</p> <p>Check possible associations with organizations like Sanskar Bharti for student centric workshops.</p> <p>Engaging students in Unnat Bharat Abhiyan</p> <p>Focus VEC – Constitution of Bharat in sensitizing Duties for Bharat</p>
Phase 1 4 Years (Y28-Y32)	<p>Check possible associations for holding sports training facilities, events, and competitions</p> <p>Initiate Open Electives for various supportive vocations in the sports domain, for example commentator, Sindhi commentator</p> <p>Encourage students to participate (including the Viewer) in events from the South-Central Zone Cultural Centre</p> <p>Initiate Open Electives for the appreciation of various forms of culture</p> <p>Initiate Cultural Tourism for students</p>
Phase 2 4 Years (Y32-Y36)	<p>Build organizational strength to host various events</p> <p>Build capacity to host sponsorship based inter college events</p>



This brief communication is made for quick access to the roadmap of our institute. You, being in the role of Leader, need to refer to manuals, VBSA Guidelines, UGC / AICTE, and Maharashtra State guidelines for the exact deployment purpose.

The spirit of the institute formation, should not be voided for any misunderstanding, incomprehension, or mistake because of the concept-to-text conversion. Special Guidelines documents such as “Path of Autonomy for Excellence in HEI”, “SDG 4: Quality Education A Legal Guide”, and Taittirīyopaniṣad should be studied.

The aim of educational transformation is the dream of Vikasit Bharat 2047 and beyond it, a reimagined civilization of Bharat. The academic leaders must read this IDP in these contexts and make a note for themselves on “My takeaway”.

IDP belongs to Dada Ramchand Bakhru Sindhu Mahavidyalaya and is circulated for governance / deployment purposes. Its circulation in any form, or concept transfer, to the external world is prohibited.



The logo features a stylized lotus emerging from a strong circular base, symbolizing knowledge growing from a solid foundation. The upward spreading petals represent learning, growth, and the diverse paths students take through education. Inspired by the lotus—an emblem of wisdom and enlightenment in Bhartiya philosophy—the symbol reflects the institution’s commitment to nurturing intellectual development and academic excellence.

