



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**WOMEN'S EDUCATION SOCIETY'S LADY AMRITBAI
DAGA COLLEGE FOR WOMEN OF ARTS, COMMERCE
AND SCIENCE AND SMT. RATNIDEVI PUROHIT
COLLEGE OF HOME SCIENCE AND HOME SCIENCE
TECHNOLOGY**

**SHANKAR NAGAR, NAGPUR-440010(M.S.) INDIA
440010
www.ladcollege.ac.in**

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Women's Education Society's Lady Amritbai Daga College for Women of Arts, Commerce & Science and Smt. Ratnidevi Purohit College of Home Science and Home Science Technology, Nagpur was established in the year 1932 to foster and promote higher education in Women. It is permanently affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. The college is a private grant-in-aid institute and is recognized under Sections 2(f) and 12 (B) of the UGC Act. L.A.D. College also caters to few self-financed courses which are financially managed by the Women's Education Society and these programs get the continuation of affiliation from the University only after the process of academic audit is conducted, as per the guidelines of the University. It is one of the oldest premier institutes in Central India, situated at two campuses-one at Shankar Nagar and the other at Seminary Hills. The Shankar Nagar campus admeasures around 4acres of land whereas the Seminary Hills campus has a sprawling lush green acreage of 26.10 acres. As a multidisciplinary college, it currently runs 10 UG and 9 PG programs, one PG Diploma and 3 Research Centers. Providing multiple options to students pursuing Higher Education, the college offers programs and courses in all the well-defined four Faculties viz. : Humanities, Science and Technology, Commerce & Management and Interdisciplinary Studies. The College has been imparting quality education as a means of empowering women and achieving gender equality, for creating inclusive, open and prosperous society.

Both the campuses have adequate infrastructural facilities such as class rooms, seminar halls, smart class rooms, laboratories which cater to the strength of nearly 3000 senior college students. Facility of hostel is available at both the premises. The college has two Libraries, a state of the art multi - purpose auditorium Justice Niyogi Hall at Shankar Nagar campus which accommodates around 700 students and a mini D. J. Deshmukh Conference hall at Seminary - Hills campus. Both campuses boast of well ventilated and clean Cafeteria Canteens which provide nutritious snacks and beverages.

The Institute has been accredited with 'A' grade in three cycles of NAAC with a **CGPA score of 3.10** in the third cycle in 2016. The college has been identified as a '**College with Potential for Excellence**' by the UGC from 2016 onwards for a period of five years. The college has been recognized as **Mentor College** under the Rashtriya Avishkar Abhiyaan by the Rashtrasant Tukadoji Maharaj Nagpur University for creating awareness of science in schools. It is also acknowledged as a **Lead College** in the region by RTM Nagpur University, under whose umbrella, the institute has consolidated a cluster of eleven colleges under the banner of 'Indradhanu Cluster of Colleges'. The College has been **awarded as Best College for NSS** at University level in the year 2016-17, 2020-21. The College has been **awarded as Best College for NSS** at State level in the year 2017-18. In its academic offerings, the college has extensively contributed in extension activities through NSS, NCC, research activities, yearly distinctive features, collaborations through M.o.Us, innovative teaching pedagogy, skill education, sustainable initiatives and ICT enabled education that has immensely contributed to the overall development of our students in recent years.

Vision

“Our Vision is to develop the institute into a reputed brand name for excellence in academics and empower women with higher learning and research capabilities through dynamic and value based education for global competency and strength of character.”

Mission

“The Mission of the institution is to foster higher education in women and thereby enlighten and empower them.”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- L.A.D. and Smt. R.P. College for Women has recently completed its 90th year of existence and is one of the leading Women’s colleges in Central India. With a continued *Mission ‘To foster higher education in women and thereby enlighten and empower them’*.
- True to its Mission and Vision, the college has shown excellence in academics over these years by holding highest positions at University level. By inculcating gender sensitization and value education the girl students are empowered, enabling them to contribute significantly in different spheres of education.
- The college is identified as a *‘College with Potential for Excellence’* by the UGC from 2016 onwards for a period of five years.
- A Proactive and Supportive management contributes in achieving the Vision and Mission of the college.
- The college is located on two lush green sprawling campuses with a spread of 26.10 acres and 4 acres providing excellent infrastructural facilities to the stakeholders as class rooms, laboratories, ICT facilities, Library, workshops, auditorium, gymnasium, canteen, hostel and adequate sports facilities. The no-plastic-on-campus policy creates environmental awareness on a daily basis. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.
- The college runs Multidisciplinary programmes admitting students from different backgrounds and region. The highly qualified faculty adopts teaching pedagogy following an inclusive policy for both advanced and slow learners.
- The College promotes research activities for faculty members and students by encouraging their participation in FDPs, competitions and publications etc. The Research and Publication cell is vibrant and actively involved in various activities to promote research culture in the campus.
- Overall development of students is the motto of the college and is reflected by the performance of students in sports and cultural activities at State, National and International level winning accolades and awards.
- The College is a proud recipient of State level NSS award. NSS unit I and NSS Unit II have received best NSS Program Officer Award at State level and University level respectively.
- Rashtrasant Tukadoji Maharaj Nagpur University has recognized our College as a Lead College and 11 colleges are now under the umbrella of Indradhanu Cluster of Colleges. The College involves the students in this symbiotic relationship by appointing student ambassadors from each Cluster College to

promote resource sharing, and teaching pedagogies amongst the cluster.

- The Training & Placement Cell works hard to provide opportunities to students to get better employability. Many programs are offering summer training and internship as per the needs of the syllabus.
- Cells, Clubs and Committees of the college are formulated to fulfill the curricular and co-curricular requirements of the stakeholders and work tirelessly to achieve required targets every year.

Institutional Weakness

- The college affiliation to Rashtrasant Tukadoji Maharaj Nagpur University provides limited scope for regularly updating the curriculum as per the current global needs. Some syllabi are age old and lack skill-oriented courses to equip today's students with current competencies to face global challenges
- The College is facing acute Manpower crunch in the Staff (Teaching and Non – Teaching), owing to the State government imposed ban on recruitments, since past several years. Further, the college is unable to retain ad-hoc staff because of their high salary expectations.
- A few more infrastructural facilities are necessary while a few necessitates up-gradation; in one of the campuses as it is functioning in two shifts for Senior and Junior college- and hence some laboratories are shared and due adjustments in time table becomes essential.
- The College faces a Lack in collaborative research opportunities. More linkages with industries are needed to augment collaborative activities.
- Research facilities and related infrastructure needs augmentation.
- A Registered Alumnae Association is the need of the hour. This shall enhance the alumnae support professionally as well as financially.

Institutional Opportunity

- Collaborations with Government and non – government agencies for funding for developing state-of-the-art infrastructural facilities.
- Linkages and tie – ups with National and International Universities, faculty and student exchange programs for global education needs to be strengthened.
- To create employability for students graduating from regular programs like Bachelor of Arts, Bachelor of Science and Bachelor of Home – Science making the curriculums more skill oriented.
- Centralized ICT facilities.
- State – of –the –art library facilities with more emphasis on e- books and journals as digital resources.
- To engage more and more with community to empower women due to its location.

Institutional Challenge

- Providing adequate and full time teaching and non-teaching staff to reduce the threat of teacher burnout.
- To provide more infrastructural facilities in the college and hostels.
- To embellish the mentorship program on campus for more productive teaching learning.
- To give greater impetus for training by industry experts and put in place a seamless campus to incorporate strategy for undergraduates who prefer to enter the workforce, rather than enroll for post graduate courses.
- To strengthen the startup and entrepreneurship ecosystem in the college to enable a solid Earn while you

Learn mechanism.

- To create Student Think Tanks to encourage peer group Mentoring, especially from new Alumnae.
- Mushrooming of colleges in the vicinity.
- Fee structure inadequate for maintenance and sustenance of facilities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The College is affiliated to Rashtrasanta Tukadoji Maharaj Nagpur University and runs 23 twenty three programs of which, 9 Post Graduate programs, 1 PG Diploma follows CBCS pattern. Two UG programs follow elective course system.
- The College has 3Centres for Doctoral Research. The total no. of staff recognized as Ph.D. guides from 2016 onwards are 26.The total no. of students registered are 17 and awarded are 10.
- For the smooth conduct of the teaching-learning process, a faculty-wise Time Table is prepared by the Time-Table Committee which is then adopted after the approvals from the IQAC and the Principal.
- The University Calendar lays down the broad framework of academic activities for the year. In every academic session, the I.Q.A.C. and College Committee plans the college academic calendar for curricular, extracurricular and co-curricular activities. The departmental calendars mention the sessional/internal examination schedules. The details regarding submission dates of assignments are informed by the individual teachers as per their lesson plans.
- Teachers of the College are represented on the Academic Council and Board of studies of the University. Teachers actively participate in paper setting, moderation and evaluation work of the university papers. Teachers have written textbooks and drafted syllabi for the Academic Sessions. Teachers have designed the syllabi for University Certificate Courses, and Courses in Lifelong Learning.
- The curriculum is enriched with certificate courses like Autodesk AutoCAD, Mega Training Workshop, and Multiplying Wealth: Investments & Income Tax Return and various skill education programs.
- Faculty uses several ICT tools to enhance their teaching quality. Besides the internet, they also make use of open online resources, computer tools, mobile apps, and virtual repositories.
- Professional ethics are inculcated through courses such as Design Management and Front Office Management, Green Building Technology, etc cultivate a sense of responsibility towards the environment; inculcate a humanist approach to all fellow beings. Various guest lectures, seminars and workshops conducted all-round the year also emphasize professional ethics, human values and issues such as sustainable development.
- Core moral and ethical values, gender and environment sensitization are inculcated in the students by means of activities conducted by various different cells. The College organizes talks, workshops, seminars, exhibitions that transform students' potential for leadership, service learning and community service. Sufficient platform is provided to students to display their talent and creativity through a variety of co-curricular and extra-curricular activities.

Teaching-learning and Evaluation

The College has a team of highly qualified, hardworking and dedicated teachers. The faculty strength is 78

permanent and 81 temporary/visiting /ad hoc teachers. **82.05% of the teachers are PhDs.** Teachers participate in faculty development training programs, which are student and domain knowledge oriented. This keeps them abreast of all the latest trends in their disciplines and with the latest pedagogical methods too. The teaching staff adapted themselves suitably to the online and blended learning formats during the COVID Pandemic Years as 2019-20, 2020-21. LAD College staff has been invited as Resource persons and chairpersons in International and National Seminars.

· Our students come from different backgrounds and possess different learning abilities. Thus diverse methodologies are applied for students in teaching and learning process.

· The Teaching Learning Process is systematized through the academic calendar, teaching plan, evaluation process. Bridge Courses, remedial classes, add on courses and soft skills courses are regularly administered. These efforts provide the necessary skilling components to the education process, as has also been envisaged in the upcoming NEP.

· Each department follows a transparent and rigorous online and offline pattern of internal assessment, evaluation. All students undergo adequate continuous assessment for practical as well as theory subjects. Students are informed well in advance about schedule of internal assessment. Students are strictly encouraged to submit all assignments on schedule. The Teaching and Evaluation schedules are strictly enforced for maximum learning outcomes.

——Personal interactive sessions are conducted with students and parents periodically, for implementation of suggestions and redressal of grievances—

· The college provides a dynamic platform for student learning, thinking out of box, advanced and practical knowledge by adopting learner-centric pedagogies. Students are provided with question bank, model answers, hand notes, e-resources and other learning material. Industrial visits, study tours, seminar presentations and project work add richness and variety to the curriculum. Various college clubs facilitate an overall growth, the Book club, the Film club, the Design club, the History department's Khoj Club etc. and the various academic oriented extra-curricular activities further the academic and teaching learning process, complementing the structured syllabi of every discipline.

· Learning opportunities are provided to the students through arranging group discussions, workshops, project work etc., so that they can synthesize knowledge from various areas of learning and apply it critically and creatively. They are assessed according to their overall performance in the particular semester.

· The College is proud to have RTMNU merit holders from the Arts, Commerce and Science Streams. In the last 5 years the pass percentage has maintained its high percentages of 82.69% as the Pass percentage of UG. Our students' bagged 72 merit positions and 52 medals in the University Examinations in the last 5 years. Best Students of the Year Award for.

· Extensive use is made of ICT Learning Resources. The Library takes a lead role in making students aware of various digital resources for study, research and preparation for competitive Examinations.

Research, Innovations and Extension

- In the past 5 years, **3 research projects** have been funded by **the Government** and have been

completed. **1 Research Project** was sponsored by **DST** and **2 Research Projects** were sponsored by **U.G.C.M.H.R.D.C.**

- **Total 26 college teachers** are recognized as **PhD Supervisors** out of which, 11 became Ph.D Supervisors in the last academic year. Out of total 39 students, 32 students have been awarded Ph.D under their supervision, out of these, 2 students have submitted her thesis and 5 current Research Scholars are under their supervision. 17 were the research students of our college research Centre.
- The College conducted **13 Workshops** on Intellectual Property Rights, Entrepreneurship Development and Research Methodology.
- The Institution has carried out activities like solar power DC lamp installation, composting for manure, developed **Hydroponics** method, organized exhibitions, Certificate Courses, Food Festivals, in house Teacher Research Presentations in **Manthan**, Round Table Meets, and Teachers and Students Research Presentations in **Avishkar**. The College publishes a peer reviewed journal with an ISSN number 0974-0317. PG departments allot research projects to students.
- The faculty published **67 research papers in UGC listed, 93 in international and 55 in National Journals, 68 books/chapters in book/ papers in Conference volumes.**
- **Extension activities extend to** community oriented activities : design and execute the tourism stalls, graffiti work, workshops of Calligraphy and for parents of Gokul Balwadi, distribution of Hand Gloves and Face Masks, interaction with NGO-Janakrosh, drawing competition 'Climate Action for Peace'.
- **Total 5 awards and recognitions** received for extension activities from government/ government recognized bodies.
- The institution has an **NSS unit**,
- **72** outreach Programmes and extension activities under Swachh Bharat Abhiyan were carried out, Voters literacy awareness, AIDS Awareness, Blood Donation etc were carried out where the student participation was huge.
- Under **collaborative activities 511 internships** have been completed by the students of various faculties.
- The College has **18 Functional MoUs** with National and International institutions, universities, industries, corporate houses etc. in the last five years.

Infrastructure and Learning Resources

The infrastructure of the college ensures adequate facilities for academic activities, research, Sports, Cultural activities.

- There are 42 ICT enabled classrooms at both the campuses sizes ranging from 400 sq.ft to 1200 sq.ft. Out of which 6 are Smart Classrooms. There are 3 A/V Seminar Halls- 2 at Shankar Nagar campus having Accommodation capacity of 1000 and 200 students and 1A/V Seminar Hall at Seminary Hills Campus with a capacity of 300 students.
- At Shankar Nagar Campus there are 26 laboratories including Post Graduate Department of Ramabai Barlingay School of Biotechnology and at Seminary Hills Campus there are 28 Laboratories including three Research Centers.
- Our vast Library 'S. P. Gharpure Information Centre' with a built-up area of 4900 Sq.Ft. at Shankar Nagar has a rich collection of old and rare books with barcode issue system. The Library provides e-resources to the students through N List with e- resource section. There is an Audio Visual Section for visually impaired students to listen to audio books **Abrar** the audio book reader is also available for these students.
- The Department of Physical Education & Sports has the facilities for outdoor and indoor games like

Basketball Court, Cricket Pitches, and Table tennis. It also has a special gymnasium hall to provide facilities especially for yoga and karate. Recently the Gymnasium is provided with rubber floor tiles of approximately 1425 Sq. Ft.

- The College has a total of **235** computers with latest configuration, for students, and staff to use.
- ICT resources have been sufficiently strengthened in the institution with Computer to Student ratio being about 1:15.
- Expenditure incurred on infrastructure augmentation during last five years is Rs. One Crore fifty lakhs seventeen thousand five hundred and eighty seven (1,50,17587). The housekeeping work of the college has been outsourced.
- A new ERP system software CMS (Master soft company Nagpur) has been added to the college website for student - teacher interaction and communication.
- The administrative office infrastructure is augmented by providing three bay mechanized drive type mobile compactor (five units: single faced / double faced cabinets).
- At the time of COVID – 19 pandemic, the college provided contactless hand sanitizer dispenser, Infra-red thermometer for safety of the users.

Student Support and Progression

The Student Support and Progression ethics of the college are committed to providing a complete, progressive and sustainable educational experience to our students on campus. Student educational growth is the most crucial arm of college development policy. The following initiatives and platforms are in place to ensure quality enhancement of student campus life.

- Cells and Committees, Student Associations and Clubs ,NSS,NCC, mentor students for academic, curricular and extracurricular activities for developing critical thinking and problem solving skills. From Admission to Graduation, and still further all the students receive well regulated help and guidance for UG and PG.
- The College website, regular updates on what's app groups, college notices by email, and standard college announcements help students to navigate
- Eligible students avail of scholarships and free ships as provided by Government of India. Students also avail of scholarships provided by two departments.
- Participation in Sports and Cultural Activities is vigorously encouraged; our students bring home trophies in maximum inter-college and inter-university events.
- All departments regularly organize academic lectures and research oriented interactions with industry experts.
- The Placement Cell arranges career guidance workshops as well as arranges for campus recruitment drives. Subject wise career guidance is provided through individual departments.
- Student Grievances are addressed through messages, email, and/or personal interventions by concerned teachers and the cell.
- Student physical, mental and emotional health is given top priority through active classroom engagement, mentorship during lab practical, the vertical mapping of student group activities on all projects, physical and medical checkup drives, and the counseling center.
- Alumnae engagement is highly encouraged.

Governance, Leadership and Management

- The Vision and Mission of L.A.D. and Smt. R.P. College for Women are defined and are accurate in view of changing trends at National and Global level. The college has vision to empower our young women students with higher learning and research capabilities through dynamic and value based education for global competency and strength of character.
- The Governance Framework of the college has a specific structure and delineates power and has also set rules, policies, procedures and informational guidelines defined by strategic goals and mandates.
- The governing body of the college i.e. **Women's Education Society (Management)** plays the pivotal role of laying down most of the policies, both academic and governance for the effective functioning of the college as per the guidelines received from the government and the university.
- The **Principal** has constituted various committees, cells and clubs comprising of teaching and non-teaching staff of the college to deal with academic and curricular activities which are coordinated by IQAC and briefly reported in the CDC of the college.
- L.A.D. and Smt. R.P. College for Women is affiliated to RTM Nagpur University, Nagpur. The admission procedure is as per the directives of the University. After the declaration of the results of HSSC board, RTM Nagpur University announces the schedule of dates for admission procedure and a notification is sent to the affiliated colleges. From year 2016 onwards the admission procedure in affiliated colleges is online. Website of the college gives the details about the Admission Procedure.
- There are effective welfare measures in place for Teaching and Non – Teaching staff of the college. Infrastructural Support facilities provided are: staff cafeteria, grievance redress cell, parking facility, clean drinking water facility, ICT facilities like staff computers, Wi-Fi facility, Research Innovation Center etc.
- The resource mobilization policy focuses on the goals and objectives of the Institution, concurrently the Principal manages the optimal utilization of funds ensuring accountability and transparency, by proper approval from the Finance Section. The funds are primarily utilized for creating a learner centric ecosystem. The budget is accordingly passed by the Management council and later the same is audited by the CA firm, duly signed by the authorities. Total resources mobilized are approximately of amount thirty seven lakh.
- Internal Quality Assurance Cell (IQAC) has institutionalized the quality assurance strategies and processes like online admission procedure, cultivated a practice of recognizing and appreciating the achievements of the stakeholders especially Students, Teaching and non – teaching staff and many more.
- IQAC is the nodal agency for all quality-assurance processes in the institution and is fully supported by the Management. Frequent meetings and interactions with the top leadership have helped IQAC to implement academic and administrative reforms in this period. IQAC chalks out annual academic goals, prepares an action-plan and then actualizes them in a time-bound manner with measurable outcomes. It creates a vibrant ecosystem that ensures continuous learning, enhanced skills and innovation, and promotion of physical, mental and spiritual growth of staff and students.

Institutional Values and Best Practices

- Empowering women is the institutes' main thrust and forms the basis of every activity. The institute is fully committed to usher in socio - economic transformation by providing an inclusive innovative quality education of global standards and meet the expectations of the stake holders as initiated by its founding fathers.
- Its advocacy for human rights, combating discriminatory practices, challenging roles and stereotypes

that create inequalities and exclusion is a major thrust.

The following are notably done.

- To achieve equity and gender sensitization it caters to the physio-socio-economical and psychological needs by addressing the diversity of stakeholders. By working towards sensitization and empowerment creating awareness; the variety of activities, seminars, symposia and workshops ongoing throughout the academic session are an example of its commitment.
- Stakeholders are educated on proper waste management practices through practices adopted on campus as well as lectures, workshops, seminars, competitions organized. The institute endeavors to provide an inclusive environment and help in learning through situatedness which it fosters through uniformity.
- The concept of social responsibility is inculcated through activities like lectures, Seminars. This emphasizes ethical behaviour in that it requires understanding, identifying and eliminating unethical economic, environmental, and social behaviours.
- The institute celebrates National and International Commemorative days and helps students to relate with the cultural heritage and connect with their roots.
- From amongst the others, two best and notable practices implemented at the Institutional level are 1. Community Connect and 2. SkEd (Skill Education).
- The college has endeavored to focus on a specific issue be it social or environmental. Earlier it was the year that was declared by the Government but it has changed notably since the past years wherein activities, programmes, and workshops that were related to the theme selected were focused on for that academic year and have been pursued avidly while undertaking most activities whether they were community engagement, sensitization, awareness or imparting knowledge and skills outside the classroom. Thus the themes of 'Aqua Literacy Year'- (2018 -2019), Health Literacy Year - (2019-2020), 'Mindfulness Literacy Year' – (2020 -2021), the Fitness Literacy Year - (2021 -2022) have been carried through. The current academic year 2022 -2023 is declared as a 'Safety and Security' Literacy year.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	WOMEN'S EDUCATION SOCIETY'S LADY AMRITBAI DAGA COLLEGE FOR WOMEN OF ARTS, COMMERCE AND SCIENCE AND SMT. RATNIDEVI PUROHIT COLLEGE OF HOME SCIENCE AND HOME SCIENCE TECHNOLOGY
Address	Shankar Nagar, Nagpur-440010(M.S.) India
City	Nagpur
State	Maharashtra
Pin	440010
Website	www.ladcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Deepali Kotwal	0712-2246623	9823165250	0712-2246945	ladcollege2018@gmail.com
IQAC / CIQA coordinator	Pooja Pathak	0712-2247192	9371674304	0712-2246945	pooja.pathak@ladcollege.ac.in

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	21-04-1932
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University to which the college is affiliated/ or which governs the college (if it is a constituent college)

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	27-08-1996	View Document
12B of UGC	04-09-2001	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
AICTE	View Document	30-04-2020	12	Applied for next year

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2016
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	Shankar Nagar, Nagpur-440010(M.S.) India	Urban	32	237492

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	BA,Bachelor Of Arts	36	H.S.S.C./other examination recognized as equivalent thereto with English as one of the subjects.	English,Hindi,Marathi	1080	643
UG	BSc,B Sc Home Science	36	H.S.S.C./other examination recognized as equivalent thereto with English as one of the subjects	English	360	94
UG	BSc,Bachelor Of Science	36	HSSC Science stream/other exam. recog. as equivalent with English as one of the subjects and also with Physics Chemistry	English	720	515

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			HOME SCIENCE TECHNOLOGY			
			Biology or Maths with mini. 50% for open category and 45% for reserved category			
UG	BSc,Bachelor Of Applied Electronics And Software Technology	48	H.S.S.C. Science stream/ other examination recognized as equivalent thereto with English as one of the subjects and also with Physics, Chemistry, Mathematics .	English	120	17
UG	BSc,Bachelor Of Cosmetic Technology	48	HSSC Sci.Stream or other exam.recog.as equ. thereto with Eng.as one of the sub.and also with Phy,Chem,Bio with mini. 50% for open and 45% for reserved category in PCB gr.taken together at one sitting	English	120	117
UG	BSc,Bachelor Of Interior Design	48	HSSC/other exam. recog.as equ. thereto with	English	120	130

			Eng. as one of the sub. taken at one seating with not less than aggregate 50% marks for open cat. and 45% for backward class candidates Creativity test			
UG	BTech,Bachelor Of Hotel Management And Catering Technology	48	HSSC or other examination recognized as equivalent with Eng. as one sub. Agg .50%marks for open cat. and 45%for reserved cat.(only for MS state) The candidates should pass MAH HM CET for that year.	English	120	67
UG	BCom,Bachelor Of Commerce	36	H.S.S.C./ other examination recognized as equivalent thereto with English as one of the subjects	English,Marathi	1020	709
UG	BBA,Bachelor Of Business Administration	36	H.S.S.C./ other examination recognized	English	360	160

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				HOME SCIENCE TECHNOLOGY		
			as equivalent thereto with English as one of the subjects.			
UG	BCom,Bachelor Of Commerce In Computer Application	36	H.S.S.C./ other examination recognized as equivalent thereto with English as one of the subjects.	English	360	75
PG	MA,Master Of Arts	24	B.A. with Political Science	English	44	39
PG	MA,Master Of Arts	24	Any candidate who have passed Bachelor degree examination of the University or of any other statutory recognized university as equivalent to Bachelor degree of this University.	Marathi	44	0
PG	MSc,M Sc H Sc Human Development	24	B.Sc.(Home Science)	English	44	31
PG	MSc,M Sc H Sc Home Science Extension And Education	24	B.Sc.(Home Science)	English	44	15

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HOME SCIENCE TECHNOLOGY						
PG	MSc,Master Of Cosmetic Technology	24	Bachelors Degree in Cosmetic Technology	English	30	33
PG	MSc,Master Of Hospitality Management	24	1) 4 yrs. Graduate degree in Ho t.Mgt./Hospt. Mgt./HMCT. 2) 3 yrs. Graduate degree in Ho t.Mgt./Hospt. Mgt./HMCT or 2 yrs. Ind.Exp.in ac cre.Hot.Indu stry. 3) Any Bachelor degree with 3 yrs diploma Hot.Mgt.	English	40	15
PG	MSc,Master Of Fashion Design	24	Passed Graduate in BFD from any recog. Univ. or degree in FD/BA with FD or equi. Exam. any recog. University or BFA/Gradua tion in Textile design. 1 or 2 yr. dipl. or cert.course in FD/GT,FT /Dress Desi	English	40	27
PG	MCom,Mast er Of Commerce	24	Bachelors Degree in Commerce. Semester	English	160	184

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HOME SCIENCE TECHNOLOGY						
			pattern introduced in M.Com (PG Course) from the session by RTMNU Nagpur.			
PG	MSc,Master Of Science	24	Bachelor degree in Physical and Biological Sciences or Pharmacy/Engineering/Tech./B.S./MBBS/BDS with min. 50% marks from any recog. University.	English	44	50
PG Diploma recognised by statutory authority including university	PG Diploma, P G Diploma In Fashion Technology	12	Passed Graduate in any discipline, or equi.exam. from recog. uni./3 yr diploma in Fashion Design, Garment Tech., Fashion Tech./Dress Designing, Dress Making after 12th Std (10+2) from any recog.Uni.	English	30	0
Doctoral (Ph.D)	PhD or DPhil, Ph D In Cosmetic Technology	60	Master in Cosmetic Technology. Should pass PET from	English	10	2

Self Study Report of WOMEN'S EDUCATION SOCIETY'S LADY AMRITBAI DAGA COLLEGE FOR WOMEN OF ARTS, COMMERCE AND SCIENCE AND SMT. RATNIDEVI PUROHIT COLLEGE OF HOME SCIENCE AND

			RTM Nagpur University.		HOME SCIENCE TECHNOLOGY	
Doctoral (Ph.D)	PhD or DPhil,Ph D In Human Development	60	M.Sc. in Human Development with aggregate 50% marks for open cat. and 45% for reserved category. Should pass PET from RTM Nagpur University.	English	20	3
Doctoral (Ph.D)	PhD or DPhil,Ph D In Hotel Management And Catering Technology	60	Master in Hospitality Management . with aggregate 50% marks for open cat. and 45% for reserved category. Should pass PET from RTM Nagpur University.	English	20	3

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				183			
Recruited	0	0	0	0	0	0	0	0	1	77	0	78
Yet to Recruit	0				0				105			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				58			
Recruited	0	0	0	0	0	0	0	0	0	58	0	58
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				96
Recruited	33	38	0	71
Yet to Recruit				25
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	0	7	0	7
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
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			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.	1	2	0	0	32	0	0	26	0	61
M.Phil.	0	0	0	0	5	0	0	0	0	5
PG	0	0	0	0	5	0	0	7	0	12
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	12	0	12
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	10	0	10
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	Others	Total
		0	0	0

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

Self Study Report of WOMEN'S EDUCATION SOCIETY'S LADY AMRITBAI DAGA COLLEGE FOR WOMEN OF ARTS, COMMERCE AND SCIENCE AND SMT. RATNIDEVI PUROHIT COLLEGE OF HOME SCIENCE AND

Programme		HOME SCIENCE TECHNOLOGY				
		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	2454	73	0	0	2527
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	379	15	0	0	394
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	6	0	0	0	6
	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	0	0	0	0
	Female	643	642	620	771
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	515	465	624	570
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	1066	888	713	767
	Others	0	0	0	0
General	Male	0	0	2	2
	Female	696	1028	1123	749
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	240	122	155	144
	Others	0	0	0	0
Total		3160	3145	3237	3003

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>College is recognized as “College for Potential for Excellence”- our Institution already has 23 Programs at present out of which majority have a holistic and Multidisciplinary aims by having an effective blend of Humanities, Commerce and Management, Science & Technology including Home Science/ Applied subjects. Eg- the BID Course is available to students from different streams that can opt for this creative/ Skill based curriculum. Similarly, Physical Education, Music, Nutrition, Diet based co-curricular and extracurricular interdisciplinary courses are on the anvil. Few curriculums are designed independently by the faculty members in the capacity of Board of Studies members constituted by the</p>
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	<p>University that the college is affiliated to Eg- Cosmetic Technology, Applied Electronics, Bachelor of Interior Design and AICTE approved Hospitality Management courses. Similarly the Women's Studies Cell, Human Rights Cell and some Departments have collaborated with Department of Lifelong Learning of RTMNU, Nagpur for conducting certificate courses of 30 hours duration. New guidelines mentioned in the NEP document will be considered and implemented to develop Multidisciplinary/ Interdisciplinary approach through various cells and committees.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>At present our college is implementing 10 CBCS PG Programmes. In Future the students would be encouraged to join the various Online/offline credit based programmes to enhance their professional as well as personal profile. This ABC will be more instrumental for teachers to showcase their competence in this new role as facilitators. The varied knowledge base inclusive of skills and life skills will help to validate the Academic accounts of both the students and teachers through continuous learning. Since Most of the courses are three/four Years Degree courses, the college would take in to account the significance of the Seven Years validity that this ABC takes in to consideration by introducing students and teachers likewise with the plethora of avenues available. As we are accessible to the first generation students especially in traditional courses the college would try to sensitize the professional ability of the students to contribute in future for their future prospects.</p>
<p>3. Skill development:</p>	<p>The various workshops like TRANSLATION, Handwriting / Calligraphy, Kruti, Accounts & Finance related Workshops, Computer Literacy, Sports , entrepreneurship , Cottage industries and many other brought together under the umbrella of SkEd, which is currently operational. Various MoUs have been sighed with agencies supporting multiple skill based and Research based programmes. The College would try to cater to the students' individual skill orientation through various mentorship programs conducted by teachers. Generating self-employment, and being employable willed be the focus of the Institution as per its Vision-Mission.</p>
<p>4. Appropriate integration of Indian Knowledge</p>	<p>The three language formula is more or less</p>

<p>system (teaching in Indian Language, culture, using online course):</p>	<p>implemented through the curriculum by the College. English and Communicative English for the Global competency is a basic requisite of the academic endeavor. The College programmes like Yoga, reintroducing traditional games; Celebration of Diwas/ Days (Hindi Diwas/ Marathi Pandharwada); Celebration of Jayanti; Celebration of Events, etc. as a regular feature practiced through GRs has been instrumental in acquainting the students with the culture and tradition of the country. The College has adapted itself and would continue to provide and execute the 'new normal' mode of online courses in future to reach out to the larger audience in future for integration of Indian Knowledge System. Guest Lectures, Roundtables, Deliberations, etc. would be organized keeping abreast with the new developments taking place as Local Awareness programmes to keep the stakeholders associated with the Indian Knowledge System.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Mission and Vision of the College is to make the Students Responsible Citizens at the Global scenario. The College also caters to the Emotional, Humanitarian approach contributing as an individual towards the society. The Employable potential, the endorsement of education especially for the upliftment of girl child, developing individuality, accepting challenges, Research orientation, being respectful and exhibiting deference towards Diversity, developing Environment Sensitization , etc. is the focus of the Outcome Based Education that is diligently practiced by the College and will consistently be performed keeping in view the NEP 2020.</p>
<p>6. Distance education/online education:</p>	<p>The Tie ups with various agencies through MoUs are in progress already. Aiming at blended with experiential activity based learning; the College will organize more academic, co- curricular and extra-curricular based activities with potentially productive outcomes through Distance / Online Education. Teachers would be provided with opportunities to diversify their knowledge base for effective Teaching Learning. During the Covid-19 pandemic College conducted its Interdisciplinary Research Presentations –Manthan: likewise, Roundtables, Guest Lectures, Faculty Development Programmes, Certificate Courses were also organized virtually. With this new medium the college will continue</p>

henceforth to make available diversified learning to the all the stakeholders. The SWAYAM and Other International portals would be made mandatory for the students and faculty members to achieve knowledge base system inclusive of the overall development.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1067	1067	1026	933	841
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	21	21	21

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3133	3003	3237	3145	3160
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
840	840	840	840	840

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1108	877	881	871	840

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
74	84	93	84	92

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
138	138	138	138	128

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 45

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
75.07	106.65	178.72	140.80	119.68

4.3

Number of Computers

Response: 200

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

The curricula for all Programmes offered by the college are as per the R.T.M Nagpur University Syllabi and implemented as per University guidelines. The curriculum is taught as per the theory and practical lectures prescribed. The institution has an efficient timetable committee in place which implements the structured workloads of all teachers in the various departments for effective curriculum delivery. Accordingly the teachers implement the curriculum.

Subsequently, Course Completion Certificates are signed by students, validating the curriculum taught. Internal assignments, home assignments and projects, student seminars, presentations, workshops are undertaken to fulfil the needs of the curriculum.

The college has a good infrastructure enriched with smart boards, LCD projectors and computer labs to ensure effective curriculum delivery. College has a recording studio and proper infrastructure to record videos. 20 subject related videos prepared by teachers are available on YouTube.

Admission of the students is strictly done as per the guidelines of reservation policy and seat quota laid by State Government & University. Centralised admission procedure is followed on merit basis. S.Q.A.C conducts Student Induction Programme for the first year students as per UGC guidelines, to properly orient them about the college, its vision, mission, and its unique culture. Bridge courses are conducted by different departments for the entry level students.

At the beginning of every academic session I.Q.A.C. and college committee plans college academic calendar with reference to the university calendar. For better choice of programme and course, related information is given in the college information Brochure and is also uploaded on college website. Programme outcomes and Programme Specific outcome of the subject are available on college website.

For the smooth conduct of teaching learning process, time table is prepared faculty wise by the time table committee which is approved by Principal and I.Q.A.C. of the college. All the teaching classes from the session 2020-2021 were shifted to online teaching mode because of the pandemic situation from March 2020.

Workshops were organised to train teachers in the new online pedagogies occasioned by the sudden and far reaching consequences of the Pandemic. Blended learning and flipped classrooms were immediately incorporated into the teaching methodology. The teachers fluidly rose to the occasion and adopted the new

technology. This included online lecture delivery, examinations through Google forms and getting responses in a prescribed format.

The curriculum is also monitored through effective lesson planning, periodical assessment and final revision. Attendance records are meticulously maintained. During Pandemic, assignments were allowed to be submitted via email or on whatsapp groups to facilitate quick turnaround for proper feedback.

Activities beyond the classroom are supplementary additions to the prescribed curriculum. Work diaries are maintained by teachers.

Regular Teaching pedagogy includes guest lectures, Round table discussions which are well documented. ICT based teaching tools are regularly adopted. During last five years 9 MoUs were signed with institutions or firms for maintaining quality in education and enriching the curriculum.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The implementation of the academic calendar is an outcome of the three-tiered calendar. The first tier is at the university level, the second, at the college level and the third is at the department level. The university calendar gives the broad framework of academic activities for the entire year. This calendar mentions the extent and duration of the session, vacation, schedule of admissions procedures, examination form filling dates and tentative schedule of university examinations to be conducted. At the college level, a calendar is prepared taking into consideration the dates mentioned in the university calendar. The institutional calendar includes curricular, extracurricular and co-curricular activities like inter or intra collegiate competitions organized by the institution. As per the Government notifications that are received from time to time, the calendar mentions the celebration of days commemorating national leaders viz. Gandhi Jayanti, Subhash Chandra Bose Jayanti, Tilak Jayanti to mention a few. To sensitise students to human values 'sadbhawanadiwas', 'Krantidiwas', constitution day and many more are planned and celebrated. Departmental level activities such as, eco-friendly Ganesh festival, patriotic song competition are planned to inculcate team building. Activities such as cake fare, food festival, *Kruti* exhibition and Home science exhibition are planned to inculcate entrepreneurship among students. The institution also follows a theme revolving around human values to foster a good emotional quotient among the student fraternity. The 'Aqua literacy year', 'aarogyam dhana sampada', 'Mindfulness literacy year' and 'Fitness literacy year', were all planned to inculcate good human values along with social responsibilities. The planning and execution of such activities is done by the respective committee formulated by college Principal and IQAC.

The micro level detailing of the calendar is done in the third tier, at the level of the faculty or at the level of the department. At this juncture, schedules of curricular, co-curricular and extracurricular activities such as

field visits, guest lectures and seminar presentations are planned. Based on the Curriculum, the departmental calendar also mentions the sectionals / internal exam schedule along with the submission dates of assignments as per the respective teacher's lesson plans following the guidelines given by the University regarding timeline of internal assessment.

Continuous internal assessment is done at the department level, for the allocated marks in the respective theory and practical subject. For this, the guidelines mentioned in the Syllabus approved by the Board of studies are followed. It varies subject wise, but includes class work progress, regular assignments, unit test, class test, seminar, viva, project work, field work and sessional. Practical journals or manuals are regularly assessed after each practical

During the pandemic period, the internal assessment mode shifted from physical assessment to online assessment however the calendar was still followed with some delays in the exam schedule. The class test and unit test were then replaced by online assessment techniques through learning management systems like Google classroom and quizzes through Google forms.

Internal assessment marks are either uploaded on University site or submitted and are added in the final University result.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented				
Response: 57.14				
1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.				
Response: 12				
File Description	Document			
Minutes of relevant Academic Council/ BOS meetings	View Document			
Institutional data in prescribed format	View Document			
Any additional information	View Document			
Link for Additional information	View Document			
1.2.2 Number of Add on /Certificate programs offered during the last five years				
Response: 52				
1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.				
2020-21	2019-20	2018-19	2017-18	2016-17
1	18	17	9	7
File Description	Document			
List of Add on /Certificate programs	View Document			
Brochure or any other document relating to Add on /Certificate programs	View Document			
Any additional information	View Document			
Link for Additional information	View Document			
1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years				
Response: 13.75				

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
37	796	764	280	271

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

As rightly mentioned in the goals of the college, we aim towards developing student's academic and all-round competency. Sensitising faculty and students towards all the current issues like professional ethics, gender equality, human values and environment sustainability are well integrated through the curriculum. Our college believes in nurturing the right to education for girls. The institute has a mechanism of sensitising students by conducting activities under different cells and in the respective departments. 'Bulandi' cell functions for the minority students of the college and the 'Nirmal cell' propagates value education through 'Sarwa Dharma Sama Bhaav', to mention a few. The 'Adventure and Nature Club' prepares students to bridge the gap between man and nature. Celebration of special commemorative days like 'Tilak Jayanti' and 'Constitution Day' were done at the institutional level. The theme-based years like 'Aqua literacy Year', 'Aarogyam Dhana Sampada', and 'Mindfulness Literacy Year', were all planned to inculcate human values and environment sustainability among the staff and students. Special days, like 'Waachan Prerna Diwas' were celebrated to remind about life skills. Anti-terrorism pledge and voters awareness rally increased civil awareness. The 'Electoral literacy program' and 'Donation of clothes to Niramay Sanstha' extended a helping hand towards the community.

Professional development like 'Career in Digital Era', field visits to update current market trends for fostering professional ethics and personality development programmes are carried on.

Being a girl's college, our aim is to empower women by boosting their inner power and confidence. The Women's Study Centre, takes up issues related to women by organising programs such as 'Webinar on child sexual abuse and Posco Act'. The fire drill during 'Disaster management workshop' trained students

for presence of mind during emergency. Empowerment of women is done through skill education to train them as future entrepreneurs through activities like cake fair, 'Kruti' exhibition and 'Home science exhibition'.

'Suicide prevention day', lecture on organ donation awareness and many more such activities were celebrated to sensitise and inculcate human values among the students. The community welfare 'Sewa' cell has taken up donation of cloth bags to nearby market to replace use of plastic bags. This activity sensitised about environment and sustainability. First week of August, September and October are celebrated as 'Breast feeding Promotion week', 'Nutrition Week' and as 'Daan Utsav' respectively, to inculcate the importance of human values. Community welfare activities conducted in the adopted village is a step towards extending helping hand towards the community.

All the under graduate students have to undergo a compulsory course in Environmental science at the second-year level, for which a college level exam is conducted. This is a mandatory course at the university level. Issues of environmental and sustainability are well integrated in the curriculum. Awareness about environmental issues is constantly taken up with initiation of students which have an overwhelming response. Webinar on 'AIDS and HIV', 'Visit to adopted village Pipaldhara', street play on 'Ban on use of Plastic', 'tree plantation programmes', 'Aqua rally' have sensitized students towards environment.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 2.46

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
30	25	25	25	17

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

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

Response: 13.18

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

Response: 413

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1.Feedback collected, analysed and action taken and feedback available on website

2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)				
Response: 72.6				
2.1.1.1 Number of students admitted year-wise during last five years				
2020-21	2019-20	2018-19	2017-18	2016-17
1014	1200	1292	1304	1288
2.1.1.2 Number of sanctioned seats year wise during last five years				
2020-21	2019-20	2018-19	2017-18	2016-17
1680	1680	1680	1680	1680
File Description	Document			
Institutional data in prescribed format	View Document			
Any additional information	View Document			
2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)				
Response: 85.31				
2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years				
2020-21	2019-20	2018-19	2017-18	2016-17
646	763	689	722	763
File Description	Document			
Average percentage of seats filled against seats reserved	View Document			
Any additional information	View Document			

2.2 Catering to Student Diversity

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

Response:

The college admits students from diverse linguistic, economic and cultural backgrounds. It offers two Programmes, BA and BCom, in Hindi and Marathi, in addition to English.

The enrolled students coming from different backgrounds possess different learning abilities.

During classroom interaction, teachers understand the learning competencies of the students, correlate them to their previous individual academic performance. Accordingly the teachers keep records for identifying slow and advanced learners. Thereafter diverse methodologies are applied for catering to students having different learning abilities.

One methodology is the Student Induction Programme where students are provided with basic information about the college and its activities. One of the main aims of the SIP is to bring together slow, regular and advance learners to nurture peer group dynamics. The advanced learners are identified and a buddy system is created.

Advanced Learners are identified by teachers during classroom presentations, discussions and student seminars. They are mentored for enhancing their exceptional skills.

Slow learners are similarly identified. They are given special counseling, written practice and remedial classes with focused attention on where they need improvement.

The following are major in-class and beyond the class pedagogies for slow and advance learners-

In-class pedagogy:-

- ICT tools were extensively used. PPT, videos and films were regularly used while teaching.
- Short projects, home assignments, research projects enhanced students writing and presentation skills.
- Group discussion, Quizzes, film screening, role play provided participatory learning opportunities to the students. It helped to understand the content in better way.

- Peer learning was also encouraged through discussions in class, during seminar presentation.
- Students were given hands on experience while preparing models.
- Question bank, reading materials, notes were provided to students for simplicity of the content.
- For better academic performance, counseling of students was done through the *Samadhan* cell of the college. The Cell effectively also solves personal issues if student approaches. As per circumstances, one to one mentoring is also done.
- Through bridge course previous semester was correlated with current semester.
- Apart from regular teaching in classes, teachers usually engage need based remedial and tutorial classes to clear the basics of the topic.

Beyond the Classroom pedagogy:-

- Skill development courses under Sked are in place.
- Study tours, industrial visits, market surveys are organized to provide students with practical experience of their subject.
- Interactive sessions, Guest lectures, internships, Essay competition, Slogan competition, ppt completion helped to improve and develop their academic qualities.
- Advance learners were motivated to take up self-learning programs through MOOC organized by other institutions.
- Encouragement to participate in extracurricular activities (intra-collegiate, intercollegiate, University level) for overall development such as Elocution, Mock Parliament, quiz, poster, dance and song competitions.
- Training and Placement Cell conducts career guidance and career placement.
- The Annual Cultural Programme provides Advanced Learners a platform for developing organizational skills, business management skills and creativity techniques. Parallely, Slow learners get a platform to explore their extra-curricular aptitudes, and discover latent talents.
- Parent-teacher meetings are held where the overall performance of students is communicated to parents and further improvements are suggested.
- During pandemic, apart from regular online teaching, faculty members were always available to students through emails, Whatsapp up and on phone calls to address their issues.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 42.34

File Description	Document
Any additional information	View Document

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

Response:

College has been constantly aiming for building careers and making personalities with teaching-learning process more student centric. The college provides a dynamic platform to students for learning spark, thinking out of box, advanced and practical knowledge about content by adopting learner-centric pedagogies. Few of them are:-

- The teaching-learning process was augmented by discussion in the class, group activities, role plays, Group Discussion and screening of films/videos.
- The links of youTube, videos, Power point presentation were provided to students for having 24x7 access for better understanding and advance information about content.
- Through Industrial visits and Internship to different institutes students get hands-on experience regarding working pattern of corporate sector.
- Participatory learning through field visit, field survey helps them to correlate the syllabus with real life.
- Students were motivated for peer learning through group activities.
- As per requirement of today's time Virtual platforms like Google meet, Google classroom, WhatsApp effectively helps in blended learning and flipped classroom.
- Virtual platforms are very much student centric as they can repetitively go through anytime from anywhere and helps in instantaneously passing on student related such as time table, roll numbers
- Short projects, case studies, research projects develop critical and analytical approach towards the real world issues with problem solving attitude.
- Flannel cut-outs, method demonstration, T. V. and radio script, puppets were prepared to improve the presentation skills of students.
- Seminar, quiz, Home assignments were one of the student centric methodologies which develops presentation and writing skills and also presence of mind.
- Pedagogy such as **Slogan** competition, **Essay** competition, power point presentation competition inculcates participatory learning approach.
- **MoU** with local bodies introduces students with specialized Guest lectures, interaction with professionals and opportunity to work as an **Intern** to get a platform for career launch.
- Poster competition based on Meera Bai (11 Sept 2017) and story reading competition (Vachan Purna Diwas, 15 October 2016) increased student's retention and developed their social and creative skills as well.
- **ICT tools and applications** are used as problem solving methodology for better understanding of concept such as- to implement simulation software LabView for the design of various circuits, implement simulation software MatLab for the design of various digital systems
- Practical training of one month in Dr. Hedgewar Blood Bank, Nagpur, and camps like Blood group, Blood sugar and Haemoglobin detection camp, preparation of different media for isolating

different bacteria, preparation of slides for studying the morphology of bacteria isolating bacteria from various sources like water, soil, air are used as experiential and problem solving methodologies.

- Task to collect various natural and manmade textures enhances the understanding to tactile quality. Special Color, Ceramic, Bamboo and PoP workshop provided hands on experience of the material, students' presentation on 2D and 3D composition gave deep insight to that content.
- Apart from placement interviews, Training and Placement Cell of the college continuously organizes programs for Interview skills, how to crack competitive examination through various organizations.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

All the faculty members of the college have personal laptop with internet connection. The College also has a Wi-Fi Enabled Campus which helps to teach the updated information.

All teachers have the knowledge to use new key tools for their better communication of ideas to students. The college has six smart classrooms equipped with digital boards & and classes also have LCD projectors.

The library provides smooth accessibility to e-resources like SHODHGANGA, INFLIBNET, E-PG Pathashala, National Digital Library, IGNOU e-Gyankosh, N-LIST ,SHODHSINDHU etc to teachers and students for academic enhancement.

Online resources of learning are used for teaching the students in innovative way such as *Massive Open Online Courses (MOOCs)*, SWAYAM Online Courses, YouTube channels and Quality Websites. Teachers also used Power Point Presentations enabled with animations and simulations to improve the effectiveness of the teaching- learning process.

In the light of Covid – 19 teachers switched over to the online mode of teaching for the benefit of the students. Keeping online mode for teaching, online workshops were organized by the college between June 2020 to September 2020 to train the faculty members “how to use” Google Workspace for Teaching-learning process, such as students assessment and conducting online Examinations on Virtual Platform. This has helped in continuing effective teaching – learning in online mode. Google classroom is used to manage and post course related information, learning material, quizzes, lab submissions and evaluations, assignments, etc. by the teachers of various departments. For teaching practical subjects like Accountancy, Mathematics, Statistics etc., in online mode, teachers used online tools like- whiteboard in Microsoft teams, Jamboard in Google meet, etc.

The college has Conference Hall and College Auditorium 'The Niyogi Hall' which are equipped with multimedia facilities. For conducting academic events of the college such as Workshops, Guest Lectures, Seminars, Symposiums etc., these halls were used which were well equipped with ICT facilities.

Well-equipped computer laboratories are available for the students in the college. The teachers take practical classes for courses like applied electronics, commerce, BID, etc in these computer labs. These courses curriculum have their components of practical for which they require computer labs. The labs are updated with new software like Autocad, MatLab, LabView, Ride, Proteus, C, C++, JAVA, Php, My SQL, DBMS, Tally, VB.NET, C#.NET, Python, HTML. A-View software was also used for virtual learning by the staff members.

The faculty rooms of all the departments are also equipped with separate computers with internet facility for making teaching learning process more effective. Printers and scanning machines are connected at prominent places. Photocopier machine is also available for the students in Library Premises.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 40.17

2.3.3.1 Number of mentors

Response: 78

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 62.93

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 74.21

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
62	67	66	59	61

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 18.42

2.4.3.1 Total experience of full-time teachers

Response: 1363

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

As the institution is an affiliated college, it maintains and follows the pattern of internal assessment as prescribed by the university in the respective subjects. Every department in each semester makes it transparent by depicting students about outline and pattern of internal assessment, evaluation and distribution of marks.

Internal assessment carries 20 percent weightage in overall evaluation and 80 per cent weightage is by the university examination. Students who are admitted for concerned courses are assessed continuously throughout the semester. Well in advance students are informed about schedule of internal assessment. Apart from evaluating and assessing students the following major described techniques were used for overall personality development also. These are -

- Home assignment are given to students to enhance their writing skills and make them habitual of expressing the concepts in writing.
- Research Project work is given to the students to develop and boost their innovations and creativity in their concerned domain to make them equipped for developing research aptitude.
- Class tests / Surprise tests/Open book test are taken to assess their understanding of the subjects.
- Seminars /PPT presentation to develops presentation skills in the students to make them ready for corporate world.
- Individual presentations of Ragas
- Viva /Oral test are taken from time to time to their enhances communication skills, Writing Skills, Reading Skills, Speaking Skills.
- Designing of survey are done to develop research insight in the students to make them capable of finding solutions to the various problems of the society.
- Group Discussion are arranged on various topics of current scenario to introduce them with significance of team spirit and togetherness.
- Practical examination are also conducted.
- Quiz are also taken to enhance their analysis power.
- Topic based drawing and model submissions are also conducted.
- Poster making activities are also arranged to develops creativity and innovations
- Students are also allocated with various duties on department events to develop in them team spirit and leadership qualities.
- Garment making assignments (practical knowledge), Tech-Pack, Report writing etc are also assigned to make them more practical oriented.

Study tours were planned as per syllabus. Study tour helps to develop the practical aspect of the study. Particularly lockdown year, task of report writing on secondary data and preparation of questionnaire was specified as a part of study tour. They were assessed according to their performance in the specific semester. They were given extra attention if they do not perform better in their semesters. Attendance and punctuality was also taken into consideration. Each department in every semester conducts two to three evaluations methods for internal assessment.

Overall, it is clear and transparent to students that they are being assessed on parameters such as

punctuality, performance in class room, assignments, projects, seminars and involvement in other co-curricular activities.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The procedure followed for the examination (External and internal) includes-

§ Date of submission of student's Examination form to the University is informed to the students well in advance. Due to any reason if student is not able to submit the examination form in time, teachers contact them and brief them about options of form submission as per university rules.

§ Generation of admit cards and their distribution is done as per schedule displayed on the students Notice board and website of the college.

§ After providing admit cards, students are asked to check their details, subjects chosen and medium of instruction for any mistakes. If found any discrepancy it is solved at college level and the university level before the date of examination.

University level:

At Institution level, examination related grievances raise by students are effectively communicated to the University for needful actions. Thereafter university's response was communicated to the students. Due to technical issue like network problem, if students were not able to submit examination, they were provided another chance to reappear for same examination. Issue of withheld results is also solved by providing necessary documents. If a student was not satisfied with the evaluation, they may apply for re-evaluation which was considered for students' satisfaction and benefit.

College level:

Examination committee is constituted to handle the examination process and issues regarding its evaluation. As a part of evaluation internal assessment was conducted by every department according to university requirement in a scheduled time. Internal Assessment includes Assignment, Class Tests, Projects, student activities performance. Final internal marks are uploaded to university portal by concern subject teachers within the prescribed time. Few students who were not able to give examination or submit home assignment in time because of personal or family health issues or due to technical reasons, such students are given time extension as a second chance to submit the same. Other provisions on requests that were solved for benefit of the students- were change of subject, medium of examination. To create

confidence in students for university examination preliminary examination was conducted. To ensure proper conduct of preliminary examination, offline invigilators are assigned to each hall. If a student is not able to appear for examination due to medical emergency or any other reason re-exam is taken for that student as per norms, provided that she submits application with proper documents requesting the same. During pandemic, for the internal assessment Assignment, Class Tests were taken online through Google classroom and preliminary examinations were taken online through Google forms. Evaluation is done by the subject teachers and then students are told about their mistakes and ways for improvement.

Personal interactive sessions were conducted with students and parents regarding Continuous Internal Assessment, as per requests. Students can directly contact teachers for any grievances related internal examination. Students were also given complete support for raising their queries to university when required. Timely all grievances raised by the students were considered and solved at both ends- university as well as college level.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The Outcome Based Education (OBS) and performance oriented approach has been adopted by the University and its affiliated colleges. Keeping the quality enhancement and improvement of the syllabus is framed in the meetings of Board of Studies at the University Level. The same was displayed in University website. The Master's Courses, Program and course outcomes are displayed on University website as well as on college website.

The institution has displayed the program outcomes and course outcomes on the college website and scope is mentioned college brochure. These are formulated keeping in mind the syllabi and future career opportunity for students. Program and course outcomes are closely related to the content of the syllabus. Faculty and students were aware of program and course outcomes.

The faculty members of each department have outlined the major program outcomes and thereafter course objectives and course outcomes based on prescribed syllabus are elucidated for all the courses. Faculty-wise each subject's program outcomes and course outcomes are uploaded in the college website for all the stakeholders (Management, teachers, students, parents).

In the commencement of every academic year Student Quality Assurance Cell conducts the 'Student Induction Program' wherein with Principals' address learning and program outcomes were communicated to the students.

At the beginning of each semester, every departmental faculty communicates to student about the program outcomes and course outcomes and career opportunities related with them. The same were communicated to all the students with effective scientific and practical application, Such as-

§ **Training and Placement Cell** with their career opportunity and job prospectus activities effectively communicated the program and course outcomes.

§ **Bridge courses** conducted in each semester very well percolated the program and course learning outcomes.

§ **Study tours** with practical experience successfully communicated the learning objectives.

§ Seminars, ppt presentation, Guest lectures and workshops were also the mechanisms to notify program and course outcomes to the stakeholders.

§ Through Parent Teacher Association meets, learning outcomes (continues improvement of ward) as well as program and course outcomes were efficiently communicated.

§ Alumnae (settled in jobs) were also provided as an example for program and course outcomes. Visible involvement of successful alumni students was the main feature to mentor students through academic activities and events. They share and provide their long term vision for growth of students and the institution.

§ Preparation of questionnaire,

§ SkEd (Skill Education), value added courses, certificate courses were also the effective mechanisms adopted to deal with percolating the outcomes.

§ The celebration of special days (Shivaji Jayanti, Suicide prevention day) was also one of the methods adopted.

§ Internship

§ Project work

§ Group discussion

§ Competition

§ Participation in co-curricular activities etc

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Being an affiliated and a multi faculty institute, university reforms are followed by the institute. The college continuously evaluates the performance of students through various assessment methods as prescribed by the University for measuring attainment of programme outcomes.

At the start of the session, the syllabus of the course and its question papers pattern is discussed with students by subject teacher. Thereafter internal assessment and evaluation system was explained to the students to keep Internal assessment transparent. It is conducted by the department before university examination. Warning is issued to the students having low performance and attendance below 50 percent so that they can take efforts to improve their performance in academics and attendance. Opportunity was given to the students through project work so that they can synthesize knowledge from various areas of learning and applies it critically and creatively. They are assessed according to their overall performance in the particular semester.

The evaluation methods for measuring attainment are as follows:

1. **Internal Assessment** : It is having 20% weightage in overall evaluation of student's performance.

Continuous Internal Evaluation of students was done on the basis of performance in—

- Class tests/open book test,
- Home Assignments,
- Preliminary Examination,
- Presentations/seminars,
- Project work,
- Viva/oral

- Group discussion,
- Simulation, case studies, role play
- Quiz,
- Poster making, Design a survey,
- Regularity of attendance,

Besides above mentioned, participation of students in various intra college and inter college activities like competitions, workshops, sports, NSS etc. Retest for absentees was also carried out, so that equal opportunity was provided to the students and hence can measure the attainment of program and course outcome.

Internship: Students are motivated to go for internship, projects, fieldwork etc. It enhances the practical skills and knowledge in their subjects.

Placements: The placement was also one of the significant measuring methods. The final year student through the Training and Placement Cell gets an opportunity of placement in various organizations or Institutions.

Indirect assessment methods include – feedbacks, Alumnae survey, co-curricular activities, Feedback process was and is used to improve teaching learning process.

2. **University Assessment:** It is having 80% weightage in overall evaluation of student's performance. At the end of the session University conducts the Examinations, the result of which depicts the attainment of programme outcomes and course outcomes.

Practical assessment: To evaluate students practical performance, practical examinations were conducted within college by external experts appointed by the University, Practical examination consists of written examination and viva.

Above all were the effective methods to measure the level of attainment of program outcomes, program specific outcomes and course outcomes.

Over all, the method of measuring the level of attainment of program outcomes and course outcomes is based on Performance in University examination and Internal assessment.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 82.69

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

2020-21	2019-20	2018-19	2017-18	2016-17
1038	868	749	605	557

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

2020-21	2019-20	2018-19	2017-18	2016-17
1108	877	881	871	840

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.35

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	3	0

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 1.35

3.1.2.1 Number of teachers recognized as research guides

Response: 1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 1.79

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	3	0

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
34	34	34	33	33

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

- **Solar powered DC lamps** were installed and 1kw off grid solar power was installed in analog laboratory. Microcontroller digital clock was designed and installed in front of simulation laboratory of, Department of Applied Electronics.
- 600 Kgs compost was produced using the kitchen and garden waste.
- **The biannual Kruti Exhibition** is organized to exhibit and sells the innovative full scale models of furniture.
- **Hydroponics** method of growing plants using mineral nutrient solutions, in water without soil was another innovation of the college.
- The human right cell of the College designed an innovative certificate course (water conservation right to safe & clean water) and a 12 weeks diploma course in **“Water conservation and water Audit techniques”** which was approved by RTMNU as lifelong learning and extension under Jeevan Shikshan Abhiyan. Total beneficiaries were 29.
- **Food festivals and cake fairs** are organized regularly. Creative themes are taken-Mexican, Italian, Keralite and Western tadka. The students are the beneficiaries.
- **Hunar Se Rojgar tak** is an innovative course designed for hearing impaired, for which a training manual for the same is developed.

- Innovative **Fashion shows** on various platforms- Vidharbha Industries Association, South central zonal cultural Centre and Government Polytechnic were organized.
- A very ambitious and innovative cultural activity of LAD is “**Miss Personality Pageant**”. Though this is organized as a competition, innovative ideas about props and attires and themes are taken up.

TRANSFER OF KNOWLEDGE

- **Manthan** is an intra-college, interdisciplinary research based brainstorming activity. The objective of Manthan is to develop a culture of research in an atmosphere of mutual sharing of ideas and abilities and also to develop research competencies. 2020 had two sessions of virtual Manthan, 2019, one session and 2018 had two sessions.
- **Round table meeting/conferences** are another practice inculcated for creation and transfer of knowledge. Five round table meets were organized.

Industry experts are invited to share their research, knowledge and expertise. Professors, teachers were the beneficiaries.

CREATION OF KNOWLEDGE

- The students and teachers of our college actively participate in the **State Inter-University Research Festival “Avishkar”**. It is initiated by Government of Maharashtra. Avishkar hosts a galaxy of events aiming and boosting the innovative scientific, technological and management skills in today’s youth. . In the first stage, college level competition is organized and the best entries are selected for onward participation at University level and Inter-University Competition. Avishkar is a platform provided by the University for Presentations of research conducted by UG& PG students, research scholars and teachers. Our students have reached till the state level.
- The college also publishes a half yearly **peer reviewed journal of science, arts, social Science, Commerce, Home Science and Home Science Technology with an ISSN number 0974-0317**.
- The PG departments as per their curriculum allot research projects to the students for creation of knowledge. Many of them publish their research in reputed research journals, thereby disseminating the knowledge.
- Jabberwocky (E MAGAZINE) and Scintilla are departmental level magazines which are published.
- Swaprakashan is a platform of the college through which Tarang bulletin and Research Journal is published.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 13

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	3	2	1

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 7

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 07

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.67

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
10	13	15	18	01

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.3 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: 0.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
08	12	27	06	15

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Response

L.A.D and Smt. R.P. College through its various departments organizes extension activities in the neighbourhood that sensitizes students towards community issues, gender disparities, etc. The impact of which is developing attitudes of social commitment and social responsibilities.

- **The Maharashtra Tourism Development Corporation** invited the students of Interior Design to

design and execute the tourism stalls for the Maharashtra food and tourism festival held at South Central Zone Cultural Centre. This gave the students an opportunity to not only practice their theoretical skills but helped them to develop values such as cooperation and adaptability.

- Interior Design students helped **Nagpur Municipal Corporation** in beautifying Nagpur City through graffiti work. The topics were related to social issues like, Beti Bachao Beti Padhao, Swatch Bharat, Digital Nagpur, Smart City Nagpur, Happy Nagpur, Clean and green Nagpur, Sustainable Nagpur.
- Students of Interior Design in collaboration with **Air Force Wives Welfare Association** organized a Calligraphy Workshop at Headquarters Maintenance command (Unit) during the “Happy feet” summer camp 2018. The beneficiaries were **102 children** of Air Force officers.
- Department of Biochemistry distributed **800 pairs of Hand Gloves and Face Masks** to the Sanitary Workers of **Nagpur Municipal Corporation**, Dharampeth Zone at the hands of Nagpur **Mayor, Mrs. Nanda Jichkar**.
- Students of B. Sc. participated in **Rashtriya Aavishkar Abhiyan** programme at Bharat Vidyalaya, Ramnagar, Nagpur. They guided the students of Class VIII in making working models on scientific experiments and poster making. Our students inculcated scientific temper through this extension activity.
- For sensitizing students to traffic rules **NGO-Janakrosh** was invited for an interactive session with the students at both the campuses of the college in 2018. The beneficiaries were more than 500 college students.
- For holistic development the students are to be oriented to develop value such as non- violence and character building. To achieve this **India Peace Centre** was invited to give a talk. This talk was followed by a drawing competition ‘**Climate Action for Peace**’. 50 students participated enthusiastically. (Sept. 2019)
- Department Human Development regularly organizes workshops for parents of **Gokul Balwadi** – A Pre-Primary School run for the underprivileged. The workshops are on **nutritious recipes, child rearing discipline, dental hygiene, cleanliness and sanitation, safety measures during pandemic**, etc. When the students interact with the parents they learn about the various issues faced by the parents coming from the lower strata of society. Through dramatization and role play the children present the concepts. This experiential learning helps them towards holistic development.
- **A Tie-and Dye** Workshop was organized for **Mentally Challenged Children** of SVK Shikshan Sanstha.
- **Screen Printing** workshop was conducted for the **inmates of Mental Hospital**.
- Workshop on screen and block printing was organized for special-abled children of NGO -Vatsalaya. **35 Special-abled children** benefitted from this workshop.
- Student volunteers offer community services regularly through **NSS**. Two villages- Mahurjari and Pipaldhara are adopted by NSS. Street plays and rallies are organized. The impact of this participation makes students more empathetic, responsible and committed to the society.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/

government recognised bodies during the last five years

Response: 1

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	0	00	01

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 68

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	32	15	9	4

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 21.85

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
59	616	1874	712	200

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 86

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
16	15	20	20	15

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses

Response: 15

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	4	3	2

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The infrastructure of the college ensures adequate facilities for academic activities and research.

- The College has two Campuses, one at Shankar Nagar admeasuring 4 acres and another at Seminary Hills situated on 26.10 acres of land. There are s total of 42 ICT enabled classrooms spread over the two campuses. The average size of classrooms range from 400sq.ft to 1200 sq.ft. There are 6 Smart Classrooms and 3 Seminar Halls. Justice Bhavanishankar Niyogi Hall and Sugunidevi Saraf Conference Hall at Shankar Nagar Campus have a seating capacity of 1000 and 175 respectively. The D.J. Deshmukh Hall at Seminary Hills has a seating capacity of 200.
- Cafeteria facility is available for staff and students on both campuses. Stationery is available at 'PaperInc', a stationery facility made available for the students.
- The S. P. Gharpure Library and Information Centre at Shankar Nagar has an area of 4900 sq.ft. (Reading room area + Photocopy center -1900 sq. ft., Stacks area- 2500 sq.ft., library staff area -500 sq.ft.). The Library at Seminary Hills Campus admeasures 3110 sq.ft. (Stacks + Reading room- 2990 sq.ft., Photocopying center-120 sq.ft.) The Library has a rich collection of old and rare books. The Library provides e-resources through N List to the students from its e- resource section. There is a separate Audio Visual Section for visually impaired students to listen audio books. "Abrar", an audio book reader is available for students. Other students use the section to watch YouTube educational videos. There are total six computers for students to read e- resources in this section. Library conducts monthly book review activity for students under the Library Book Club. The Library provides OPAC facility to access the 72944 books and 33 journals including back volumes available in the Library. The Library is fully automated with *SOUL 3.0* software (Software for University Libraries. The Library subscribes to 21 e-books, 6000 Journals and 1,35,000 books through N-List. Access to e-resources INFLIBNET, N-list and National Digital Library of India is also available.
- There are 26 laboratories at the Shankar Nagar Campus and 28 Laboratories at the Seminary Hills Campus. There are three Research Centres in the College- PG Departments of Cosmetic Technology, Human Development, Hotel Management and Catering Technology which have all facilities required for the students of UG, PG & Research. There are Facilities like Laminar Room, Plant Tissue Culture, Animal Tissue Culture Room, Instrumentation Room with modern equipments like UV-VIS Digital Spectrophotometer (200-1000nm), Bio-Fermenter, Flame photometer, Cooling Centrifuge, Deep freezer with -400 C, CO2 incubator.
- Faculty of Commerce & Management has a Computer Lab and the Faculty of Humanities has a Language Lab with Wi-Fi facility, at Shankar Nagar Campus.
- The Department of History has a collection of rare coins. The Department of Geography has a special Tracing Table, A-View Open access software for virtual meetings. The Department of Psychology performs Intelligence Testing. Aptitude Testing and Guidance is provided to students for selection of their further studies. Clinical Testing is carried out to deal with the problems like anxiety, stress, and depression.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The Institute has 3 Auditoriums to conduct cultural activities on both campuses.

The Department of Physical Education & Sports was established in the year 1932 in response to the challenge of depleting physical fitness and health problems especially in female population, as well as to highlight transforming role of physical education in the younger generation. The institute has a special gymnasium hall to provide facilities for indoor games specially **yoga and karate**.

Facilities available at our college-

Ground Measurements

1. Basketball Court -1 Length 28 meters X Width 15 meters
2. Kho Kho ground -1 Length 29 meters X Width 16 meters (User Rate-About 15-20 Students/Day)
3. Volleyball Court -1 Length 18 meters X Width 9 meters (User Rate-About 15-20 Students/Day)
4. Cricket Pitches -2 Half Pitches Length 10. Meters X Width 3.05 meters (User Rate-About 20-25/Day)
5. Gymnasium Hall : Length 18 meters X Width 9 meters

- Table tennis Table (User Rate-About 15-20 Students /Day)
- Chess (User Rate- About 10-15 Students/Day)
- Carom (User Rate-About 30-35 Students/Day)
- Karate (User Rate-About 10-15 Students use/Day)
- 12 Station Gym
- 2 Electronic Tread Mills
- 1 Rowing Machine
- 1 Electronic Bicycle
- 1 Cross Trainer

The college students participate in sports events in RTM Nagpur University Inter-Collegiate Tournaments including:

• Athletics • Badminton • Basketball • Chess • Cricket • Kho-Kho • Kabaddi • Cross Country • Swimming • Table Tennis • Volleyball • Power Lifting • Gymnastics • Boxing • Floorball

- The purpose of interclass sports activities of L.A.D. College is to provide all students an equal opportunity to participate in sports of their choice. It provides Healthy competition, exercise and recreation. Winning is not the primary goal but the opportunity to exercise, developing leadership skills, new experiences, creating new contacts and learning life skills are the greatest rewards of intramural sports.
- The college also supports participation in invitational tournaments and provides facilities like transportation, lodging, boarding, refreshments, etc. during intra collegiate tournaments the college extends similar facilities and resources to other sports events as well.
- It also conducts physical efficiency tests and medical tests for every student, regularly.
- The institute has installed all the safety measures and facilities for the disabled students while considering both sports related and regular activities of the students.
- The institute has an additional infrastructure like Gymnasium Hall and separate room for NSS Unit-I which includes facilities for small functions like installation programs for NSS, prize distribution functions, workshops, seminars, etc.
- Players of Junior and Senior College are felicitated every year for their achievement to encourage them.

These budding players who are groomed at our institute participate and win at University, District, State and Nationwide sports events. The College ensures the maintenance and upkeep of the infrastructural facilities. The dedicated faculty train and mentor students and championship players and students and alumnae have won National and International championships.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 45

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 24.93

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
30.36	27.3	62.10	12.04	18.31

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The College has libraries at both the campuses. Both the libraries are fully automated with SOUL 3.0 ILMS Software.

In the Year 2003-04, the library at Shankar Nagar was partially automated with SOUL 1.0 version. In the year 2018 it was fully upgraded with SOUL 2.0. Recently in December 2021, it was again upgraded with SOUL 3.0.

The Library at Seminary Hills was automated in 2019 with SOUL 2.0, and now it is upgraded with SOUL 3.0 Version.

Key Indicator- 4.2 Library as a Learning Resource

Metric No.	Particulars for 2016-17	
4.2.1	Name of the ILMS Software	SOUL
Q1M	Nature of Automation	Partially
	Version	1.0

Metric No.	Particulars for 2017-18	
4.2.1	Name of the ILMS Software	SOUL
Q1M	Nature of Automation	Fully
	Version	2.0

Metric No.	Particulars for 2018-19	
4.2.1	Name of the ILMS Software	SOUL
Q1M	Nature of Automation	Fully
	Version	2.0

Metric No.	Particulars for 2019-2020	
4.2.1	Name of the ILMS Software	SOUL
Q1M	Nature of Automation	Fully
	Version	2.0

Metric No.	Particulars for 2020-21	
4.2.1	Name of the ILMS Software	SOUL
Q1M	Nature of Automation	Fully
	Version	3.0

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 6.27

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
5.01	3.09	12.85	5.04	5.34

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 0

4.2.4.1 Number of teachers and students using library per day over last one year

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

1.

1. Licensed Software, Computers, Laptops Shankar Nagar & Seminary Hill College.

Item	Specifications	Quantity
Computers with Windows operating systems	MS Office Software- 2020	07
Computers with Windows operating systems	MS Office Software- 2019	45
Computers with Windows operating systems	MS Office Software- 2016	15
Computers with Windows operating systems	MS Office Software- 2012	14
Library Software	Windows Server 2016 (R2)	
Paper Licenses	Microsoft office	273

- Fortinet Firewall Installed 2019 Manage all office computer, internet connection & Wi-Fi Campus.
- Master Soft Student ERP Cloud Based Administration Software installed 2017.
- Installed in college Student Attendance Machine make **Enterprises Software Solutions Limited Time** attendance Software updated in 2018.
- **Software for University Libraries (SOUL) (Ahmedabad) Library Management Software** installed in 2010.(Shankar Nagar & Seminary Hills)
- Bar code system is installed in Library Management System in 2019 for issuing & return of the books.
- Free software is used for teaching- learning purposes in various departments like QGIS in Geography Department, Physics Department, and Electronics Department.
- There are 235 desktops in the Shankar Nagar & Seminary Hills College.
- Two computer labs in Shankar Nagar & three computer labs in Seminary Hills equipped with desktops having the latest configuration (In 2016-17 it was Intel Core 2 Duo CPU / 2 GB DDR III, 250 GB HDD, Microsoft Windows 7 Professional To In the Year 2020 – 2021 it is upgraded to Intel Core i3 8th Generation Processor, 4 GB DDR 4 RAM / 1 TB SATA HDD, Microsoft Windows 10 Home Basic License).
- The Collegeoffice has 20 desktops and 02 desktops in the Principal's office.

- The college library is fully automated with 01 server, 13 desktop systems in Shankar Nagar, 01 Server, 03 Desktop systems in Seminary Hills campus.
- The Shankar Nagar college has a total of 11 LCD multimedia projectors installed in classrooms, auditorium.
- The Seminary Hills college has a total of 19 LCD multimedia projectors installed in classrooms, auditorium.
- Two **Orell Digital language lab** installed in the Shankar Nagar College 01 Server + 09 Teacher console & Seminary Hills campus 01 Server + 02 Teacher console

• **Committee room and laboratories:**

- The administrative office and all computer labs are connected in LAN. The entire college campus is Wi-Fi enabled zone with 04 access points.
- 03 UPS (01 in Computer Lab, 01 in Office and 01 in Library)

• **Additional digital facilities:**

- Shankar Nagar campus has **LG Make Signage** electronic display notice board outside the Principal Office and another in the Library.
- Seminary Hills campus has **LG Make Signage** electronic display notice board outside the Principal Office and another in the Library.
- The college website is maintained and upgraded regularly under an annual maintenance contract. It has different portals with latest updates.
- A new ERP system software CMS (Mastersoft company, Nagpur) has been added to the college website for student - teacher interaction and communication.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 15.67

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 63.75

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)

2020-21	2019-20	2018-19	2017-18	2016-17
47.87	68.75	98.5	88.33	86.95

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

General Maintenance of Laboratory, library, sports complex, computers, classrooms etc. is done by the college by AMCs and need based maintenance. The heads of Departments are responsible for cleanliness and maintenance of their departments. Librarian looks after the maintenance of the library premises. The Registrar looks after the maintenance of the office infrastructure. An infrastructure maintenance committee conducts periodical inspection of the classrooms and recommends the maintenance steps. The canteen committee reviews the maintenance of the canteen facilities. The SQAC volunteers also report maintenance requirements from time to time which are also taken care. The SQAC volunteers also conduct awareness drives and display posters of toilet etiquettes for the benefit of the student community. The college has policies and procedures in place for maintenance and utilization of infrastructure and facilities. The support staff is responsible for general maintenance of classrooms and the auditorium, maintenance of

ICT facilities is outsourced. A logbook for auditorium reservation is maintained. In case of malfunctioning of projectors, the College Development and Purchase Committees authorize for the repair. Instructions are displayed outside the classrooms to maintain silence in the corridors and to avoid loitering. Switchboards are fixed outside the classroom also to regulate the power consumption. Electrical gadgets are switched off after use and classrooms/labs are locked in the evening. Students are oriented in Student Induction Programme (SIP) by Students Quality Assurance Cell (SQAC) of college to take care of the college property. Computers are password protected and are used only for academic purposes. No software outside the curriculum is allowed to be downloaded. Computers are shut down after use. · Laptops/desktops, licensed software, CCTVs, and ACs are maintained/ upgraded based on annual maintenance contract

(AMC). Teachers-in charge/committee conveners/office administration gives the requirement for furniture to the Purchase committee and purchase is done after necessary review. Maintenance of the same is done annually. Shelves are provided outside the library for keeping personal belongings/bags, which is looked after by library staff. Library hours are fixed for all members and books are issued on production of valid library/ID cards for limited period. Books and journals in the library are properly catalogued and issue of books is channelized through barcode system. Policies entail payment of fine in case of loss, damage, misuse of books and membership cards, and for late return. Budget is allocated to every department and books are purchased as per department requirements. "Write off" of old editions/damaged books is occasionally done and this is monitored by Stock Verification Committee at the end of every academic year and report is submitted. All laboratories are maintained by the laboratory staff. Daily cleaning/dusting of all equipment are done. Laboratory/biological wastes are managed as per government norms. For timely purchase of consumable and non-consumable items in the laboratories, requirements are proposed through departmental purchase committees and the teachers-in-charge. Stock registers for purchases and utilization of consumables are maintained. Laboratory logbooks are maintained for the use of equipments. Departmental books required during class are issued against ID cards of students. Safety measures and important instructions pertaining to the use of equipment inside the laboratories are displayed. Fire extinguishers are placed outside the classrooms and laboratories for emergency. The Botany Department is in charge of garden maintenance and various medicinal plants have been planted in collaboration with Patanjali unit of Nagpur. Maintenance includes weeding, watering, manuring, grass cutting, pruning, landscaping, beautification, etc. These plants are used for various academic purposes also. Sports ground is maintained by Department of Sports and Physical Education. Grass cutting, weed removal, and watering of the field are done regularly. Security guards are also present at the sports ground entrance. The volleyball and basketball nets are checked regularly for any damage/repair. Sports equipments are purchased/upgraded as per requirement. Students use the sports ground for training purpose with prior permission and under the guidance of physical instructor. Students utilize the sports kits and equipment for practice and games from the Physical Education department. Basic fitness equipments are available for use. Support Facilities Cleanliness/sanitation of the entire premises is maintained by college personnel and monitored by Cleanliness Committee. Dustbins are placed at various places to avoid littering, and the sweepers clean the premises twice a day to maintain hygiene and cleanliness. Sanitizers are installed at strategic locations in the premises. There are sanitary pads vending machines for girls' in washrooms. The college cafeteria at both the campuses caters hygienic food to staff and students. The canteen works under supervision of Canteen Committee and Health Committee. The food menu and the rate are decided by the Canteen Committee. Annual contract for the canteen is awarded by inviting tenders. Canteen has manure production unit to produce manure by using kitchen waste and hostel left over. There is Hostel facility for outside girls students in the premises of both campuses. Parking facility is available for teaching and non-teaching staff at both the campuses. There are two photocopy facility centers and mini-stationery shop- 'PaperInc' available in the college. To instill adherence to policies for safeguarding college property and for maintaining discipline on campus, details of members of the Admission Committee, Students'

Grievance Committee, Discipline Committee, and Anti-ragging Committee are displayed at the college website. Code of conduct is also displayed on the website. There are Language labs at both the campuses to brush up the language skills of the students as well the get an opportunity to learn foreign languages at same campus. E- Prashala and K-Yaan portable LCDs are available for the mobile camps organize by various Departments. Along with such a vast infrastructure setup the Department of Interior Design has special software's like CAD, Revit and Google sketch up. In a situation like Covid-19 Pandemic, our College has its own domain through which all teachers have conducted their classes and uploaded OERs for students.

- Credit Cooperative society is functional to cater the financial need of Teaching & Non-teaching staff in any emergency.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 43.7

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
751	1452	2318	979	1372

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.19

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	8	9	3

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: B. 3 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 30.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
1212	994	889	672	1012

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 4.61

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
24	17	42	59	62

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 22.56

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 250

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
06	02	01	05	01

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
06	02	01	05	01

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 96

5.3.1.1 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) year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
19	32	22	18	05

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

ARE INVITED

The College has various Cells and Committees for smooth functioning of many extracurricular activities, quality assurance, departmental magazines, film and book clubs, adventure and sports clubs like basketball, martial arts, cricket and yoga, student-centric intercollegiate festivals, student-run e magazines, student-organized Cake Fairs, Food Festivals, Intercollegiate Festivals like AURA and many others which have, not just student participation, but whose organizing committee is predominantly comprising students.

Administrative: The College IQAC has two student representatives who are invited for every meeting. There are 5 student ambassadors in the Committee of Indradhanu Cluster of Colleges, who liaison with the ambassadors of other colleges in the cluster and are instrumental in facilitating student coordination between the cluster colleges for all communication, regarding programmes, events and interaction.

In 2017-2018, the RTM Nagpur University issued Direction No. 39 of 2017 and letter dated 9/01/2018 was

received. According to the Direction, the College Student Council Election Committee was formed. Nominations were invited from the Election committee and students were nominated as per the norms set by the Election Committee. Due process was followed and elections were conducted and the Student Council Secretary was duly elected. This process ensured student participation in the College Development Committee

The Students' Quality Assurance Cell has student representatives in charge of various wings of the Cell: library, parking, canteen, Culture Katta, SQAC Times, event volunteering, cleanliness on campus etc. They help the college administration in the grievance redressal and suggestions for improvement, by bringing issues to the notice of the concerned teachers. These student committees change every year.

Co-Curricular: The NCC and NSS volunteers are college representatives in all nation building exercises, programmes and projects. SQAC students and NSS volunteers offer *shramadaan* and manpower whenever required. Students volunteer to train under regular teaching and office staff to carry out various administrative tasks involving clerical and documentation work. The college hosts a Cake Fair and Food Festival, Home Science Exhibition and Cottage, Kruti Workshops, Design Workshops for furniture design and production and all these are student centric activities. Book Club and Film Club of the college and the college e magazine Jabberwocky have a strong student organised working committee which meets online and produces content online. Departmental magazines, college magazine 'Urmi' has a student representation. The Library works closely with students for all its programmes.

Extra-curricular: The College initiated the Intercollegiate Cultural Festival AURA in 2017-2018 and raised funds for the college. The Main Organizing Committee was a student body of six core members who worked with the teachers on various arms of the Festival, from Fundraising to Planning and Execution. The Avishkar Committee for student research has student representation to motivate students to participate in competitions. The Outside College Activities Cell works in close coordination with students to ensure maximum participation and prizes winning efforts from students. Each college committee has a minimum of five students as student representative. All Departmental clubs have student representatives in their working committees.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 21

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
20	20	30	20	15

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	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:

- The Association actively organizes various programmes and activities throughout the year.
- Department of BID in collaboration with “Vishakha Chawla Interior” organised a site visit on 21st January 2020 at Hariram Residency hosted by CA Avanti Jain. Vishakha Chawla alumni of BID department gratefully introduced to the different types of structural as well as aesthetical materials used in designing a space.
- The Alumnae Association sponsors the publication of the College Research Journal.
- Retrospection”, an Alumnae Association Newsletter was released in 2016.
- The Association donated two wheel chairs to the College in 2016.
- Dr. Panna Akhani donated Rs. 10000/- (Ten Thousand only) on 22 March 2018.
- An Information Directory of all Alumnae of 2015-16 was released in 2016.
- In 2018, some alumnae and the SEWA Cell supported Pooja Burman, an ex-student, for pursuing M.A. in Geography, by contributing towards her admission fees, exam fees and other expenses.
- HMCT Alumnae Swati Kumari and SunitaMotiani contributed Rs.20, 000/- as fees for Nancy Sinha and LomakshiMankar. 2017

Value Additions

- The English Department received a generous donation of 1000 books on English Literature from our alumna Anuradha Chatterjee, in the name of her mother,Late Amrit Chatterjee.
- Alumna and ex-faculty Dr NutanChotai donated 20 books on her retirement in 2019.

Alumnae as Resource Persons

- Many alumnae are working as faculty in various departments.
- Many Alumnae are invited to conduct special sessions: Zohra Master for Therapeutic Games and Mental Health, Yogini Barhate as a Judge for NSS Debate Competition. Dr Sarita Modak as Resource Person cum Counsellor in the NSS Camp, Deepika Udear conducted Taekwondo sessions, Swaima Ahmed for Personality Development. Nishidha Pawar spoke on Attitude in the Kitchen to the HMCT students
- Alumna of Department of Interior Design was Resource Person for the Calligraphy Workshop in April 2018. 10 persons enrolled for the workshop.
- Alumna Ayushi Gautam (Cosmetic Technology) from Connell Brothers, Mumbai held an interactive session on 12 Sept 2018.
- In 2019, the Association organized a daylong Inter-Collegiate Workshop on Personality Development. Alumna Swaima Ahmed, conducted a session.
- Alumna Anita Rao is an expert for the college IQAC.
- Alumnae are invited as subject experts, judges, and panelists in Dept. of Interior Design, Hotel Management, Cosmetic Technology, Home Science, Psychology, English, History, Sanskrit and others.

Alumnae Meets

- Over 200 alumnae across fields attended “Sugandh the Alumnae Meet”, titled Presenting the Past on 3 September 2016.
- The Department of Cosmetic Technology held a Mega Alumnae Meet in 2016. Rs. 1 lakh was given to students by Mr. Krishnan in memory of his wife Mrs Pal, an alumna.
- The Department of Hotel Management invited alumnae from the industry and academia on 4th August 2016 for a brainstorming session with students and faculty for the upgradation for the department.
- In 2017, the HMCT Department organized an Alumnae meet of the batch 1996.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: D. 1 Lakhs - 3 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

- The great visionaries and founder members of Women's Education Society had a focused objective to empower women with quality education. The vision mission and goals of the institution are engraved deeply due to the able and a futuristic approach of these stalwarts since past 90 years.
- ***“Our Vision is to develop the institute into a reputed brand name for excellence in academics and empower women with higher learning and research capabilities through dynamic and value based education for global competency and strength of character.”*** Mission of the college is to foster higher education in women and there by enlighten and empower them. The institutional goals consolidate its mission of disseminating quality education.
- College has given birth to reputed institutions like Smt. Manoramabai Mundle College of Architecture, W.E.S. and also an independent institution of Gokul Balwadi has now developed as independent blocks which were earlier functional as a part of the department of Interior design and departmental Laboratory of Human development respectively. L.A.D. and Smt. R.P. College is being recognized as ‘College with Potential for Excellence’ by the UGC from 2016 to 2021. College is recognized Centre of Higher Research and Learning leading to Ph.D. in three programs. Apart from these centers, eleven staff members are recognized as Ph.D. guides. The total no. of students registered are 17 and awarded are 10. The total no. of staff recognized as Ph.D. guides from 2016 onwards are 26.
-
- Various Committees, Cells, Clubs and a Women's Study Centre are designed for executing Administrative, Academic, Cultural and Social responsibilities to achieve the Institutional Goals set up by the structured Governance of the college.
- Perspective Plan for next five years was prepared. The Internal Quality Assurance Cell – IQAC was reconstituted in 2017 and again in 2021. The revised framework of NAAC was discussed thoroughly in accordance with the seven Criteria.
- Supporting the Mission of the college, five faculty members were motivated to participate in FDP conducted by reputed Institutes like IIT Bombay, IISER and ISRO for ICT training in collaboration with SAP Germany held at VNIT. One faculty member was awarded by SAP as a top performer. Few Alumnae & Students have achieved recognition globally in academic, cultural and sports fields. Few have been placed remarkably well in higher positions.
- College is actively involved in resolving the societal needs by participating in NSS at University, State and National level. College has received State level Best NSS College in 2017-18 and in 2020-21.
- Six weeks short term course entitled ‘Water conservation-Right to Safe & Clean Water’ (2017-18, 2018-19), Twelve weeks Diploma course in ‘Water Conservation and Water Audit Techniques’ (2018-19) and six week Certificate course ‘Exploring Sustainability in Indian Context’ (2019-20) under Jeevan Shikshan Abhiyan, Department of Lifelong Learning and Extension, RTMNU.
- While observing the Best Practices annually, Value based multi faculty skill education SkEd,

celebrations of joy of giving week – Daan Utsav- and AURA – Cultural Fest to enhance the creative abilities of the young minds and themed based Distinctive features have been initiated.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

- The College was established in 1932 and is run by Women’s Education Society, Nagpur, a philanthropic organization committed to the cause of Women’s Empowerment through Education.
- The institution promotes decentralization and participative management at the strategic and functional levels. The Principal is the Head of the Institution and is supported by the Management and assisted by two Vice – Principals of each campus and two Supervisors who guide the Heads of the Departments and staff.
- Governing Body, College Development Committee, IQAC and SQAC are involved in guiding policies and procedures, devising guidelines and rules and regulations. There are 41 Committees, 18 Cells and 4 Clubs and a Women’s study Center under different heads which reinforce further decentralization.
- Being one of the significant Criterion of NAAC as ‘Research, Innovations and Extension’, one of the important cells is ‘Research & Development’ which justifies the primary objective of decentralization and participative management. With an advantage of being a multi-disciplinary college, the head of the Institution as Coordinator facilitates diversification in research activities.
- **Swaprakashan Publication Cell** of the college is dedicated to encourage all college publications under one casing since 2006, the year of its establishment. The cell publishes Information Brochure, Laboratory manuals, Proceedings, college magazine URMI etc. Books are allotted ISBN.
- College is recognized as a **place of Higher Learning and Research** leading to Ph.D. in subjects of Cosmetic Technology, Human Development and Hotel Management and Catering Technology, Cosmetic Technology being the pioneer of the three. These centers have actively promoted research to the aspiring Post Graduate students of our own college as well as outsiders. Eleven Faculty members as PhD Supervisors have guided total seventeen students out of which ten are awarded and still seven are in the process of completing PhD.
- The Research & Development Cell of the college has established a subdivision as a Sub-Committee for ‘Research Journal’. The college publishes biannual peer reviewed Research Journal with a duly authorized **ISSN**. Outside publications as scientific papers and articles are invited for publication. PG and UG students are motivated to publish articles to promote research at grass root level.
- As an initiative aiming towards transfer of knowledge, college has **Manthan** as an intra-college, interdisciplinary research based brainstorming activity. It is to develop a culture of research by mutual sharing of ideas and abilities and also to develop research competencies amongst students

and teachers.

- The students and teachers actively participate in the **Inter-University Research Festival “Avishkar.”** It is a platform provided by the University for Presentation of research conducted by UG & PG students, research scholars and teachers.
- Institution has created an ecosystem for **innovations and startups.** To name a few: Kruti Exhibition for designing and sale of furniture, Compost production, Hydroponics, Solar power DC lamps, Food Festivals and Cake Fairs.
- The decentralization and participative approach is visible in research as it is a systematic delegation of authority seen at all levels. After taking the policy decisions by the higher authorities as the Head of the Institution, Conveners and Co Conveners, the responsibilities are shared and transferred to the stakeholders as students who are actively involved in sharing, learning and propagation of research.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

College is affiliated to the RTM Nagpur University, Nagpur. The admission procedure is as per the directives of the University. After the declaration of the results of HSSC, RTMNU announces the schedule of dates for admissions and a notification is sent to the affiliated colleges. From year 2016 onwards the admission process in affiliated colleges is online. Website of the college gives the details about the Admission Procedure based on the online schedule provided by the RTMNU. During **admission process** helpdesk and counseling process is initiated. Support and counseling tables during the admission is focused and clarity in understanding the online process and schedules is the first set up made each year. Constant Communication via messages, notices on student’s corner is also done very actively with clarity.

The important information displayed on the Website is:

- Information Brochure
- Admission Committee contact list
- Admission Notices

The Information Brochure encompasses details about the Management, Vision and Mission, General guidelines, Rules and Regulations, Faculty wise Program details, Eligibility criteria for each program and information about the teaching faculty. Information Brochure is updated annually giving the current details about the admission process. The administrative staff collects the information from the Vice Principals and

Heads of the Departments of the college.

The Principal of the College is the Coordinator of Admission Committee followed by Vice –principals. Registrar of the college coordinates with the University for Admission Procedure. College has the admission committee monitored by the teaching and the nonteaching staff. The admission of students is transparent and strictly, merit based. The Teaching and Non – Teaching staff is available in campus for counseling of the students required at the time of admissions. Queries and grievances are addressed with proper problem solving methods The entire process is closely supervised by the admission committee and office staff wherein the student admission process starts from the University enrolment, online Registration, online filling of forms, document verification, remittance of Institutional fees until the issue of Identity Card. After this, if any seats are vacant, the spot admission system is followed. BID conducts entrance examinations as ‘Creativity Test’ for aptitude testing. HMCT Department recognized by AICTE give admission to students based on CET. For PG courses, the online admission process is in accordance to the guidelines provided by the competent authority of the University. College is the Facilitation center for the admission. Research centers admit the students based on their PhD Entrance Test score (PET) and it also depends on the availability of the vacant seats and supervisor.

The contact details of the Admission Committee are displayed on the website for better connectivity with the students. The other important information displayed on Website is regarding Fee structure, Online Payment, Anti – Ragging, Scholarships, Syllabus, SWAYAM (MOOCS) and Fee structure etc. There is a special Student’s Corner flashing all the notices about Student’s admission list and any relevant information.

The overall distribution of responsibilities amongst the Teaching and Non – Teaching staff reflects the strategic planning for Admission Procedure of the college.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

- The Management of the college i.e. **Women’s Education Society** plays pivotal role of laying down most of the policies, both administrative and governance for an effective functioning of the college as per the guidelines received from the government and the university.
- The Governing Body comprising **President, Vice–Presidents, Secretary, and Treasurer** coordinates with the **Principal** for smooth operation of administrative work of the

Institution.

- The **Management Council** conducts biannual meetings for assessment of the issues related to infrastructure, finance, appointments and overall development of the college.
- The policy matters are effectively addressed by the **Principal** to maintain the academic standards of excellence.
- The **Principal** is assisted by non – teaching staff comprising **Registrar**, Head Clerk, senior and junior administrative clerks and other administrative staff.
- The **Vice-Principals** facilitate the academic functioning through the supervisors of the faculties and respective heads of the various departments.
- For the administrative purpose the **Registrar** has administrative staff delegated with specific jobs in the office and the class IV staff supports in handling the other general errands.
- The Registrar is in close connect with the Principal, CAO and the Deputy Accountant for dealing with the financial matters. Treasurer WES always guide in the finance related work.
- The **Principal** has constituted various committees and cells comprising teaching and non-teaching staff of the college to deal with all activities.
- The **College Development Committee (CDC)** meets quarterly for the general updates about the overall functioning of the institution. It is ably guided by the Management and External Nominees. **Principal** is the member Secretary and coordinates.
- Principal is the Chairperson of **IQAC Committee**. The committee is formed as per the guidelines of NAAC and strives hard to achieve the goals set up by Institution as far as the quality sustenance measures are concerned. The IQAC is competently guided by the external nominees for achievement of the Perspective plan of the institution.
- The **Student Quality Assurance Cell (SQAC)** under the chairmanship of the Principal has a well-defined structure having students' representation. SQAC is involved in organizing several curricular, co-curricular and extra-curricular activities at collegiate and inter collegiate level. This promotes a healthy environment to the students addressing their concerns and navigates them for their better progress.
- Staff members have representation on the body of **Staff council** and hold meetings biannually. Issues concerning academics, administration and overall activities of the college are discussed and implemented.
- The Library organization includes Librarian, Assistant Librarian, Library clerks and library attendants.
- Committees, Cells, Clubs and Center are operational with the same team for a period of two years. The activities are planned taking in to consideration the Academic and Non Academic yearly planner.
- Equal Opportunity Cell, Guidance and Counseling Cell, Health Awareness Cell and Human Rights Cell are special cells formulated to comprehend the difficulties and concerns of students and guide them for their betterment.
- The overall structure represents the functioning of the institutional bodies is effective and efficient.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Teaching:

- The Staff Council envisions a number of programs during the year.
- The office bearers take turns biannually and are unanimously proposed.
- The staff council also provides a forum for the staff to showcase their talent and to voice their opinions and ideas.
- The staff council honors staff for their achievements and felicitates the retired staff in the farewell programs.
- Besides these staff picnics, lunches and get together are a routine part of the institutional practices.
- Casual Leaves are availed by the staff as per the University norms. Duty leaves are approved for attending University meetings and presenting papers in various Orientation/Refresher/Seminar/Workshops/Training Programs as per the Government rules.
- Maternity leave is availed as per University norms. Study Leave is sanctioned under the UGC scheme of Faculty Improvement Program for further studies.
- Medical expenses re-imbursements are also availed by faculty as per the University norms.

- Retirement benefits, GPF, CPF, Gratuity and NPS are given as per the University norms.
- College runs a Credit Cooperative Society which gives Loan facility to the Teaching staff with a minimum interest rate.
- Several health schemes are floated from time to time in association with reputed hospitals for general check-ups and health issues.
- ICT enabled training programs are conducted for making faculty conversant with E – Learning techniques pedagogy. In COVID 19 period special Teacher’s Training online Workshops were organized for smooth teaching and learning activity.
- Infrastructural Support facilities are provided as staff cafeteria, Grievance redressal cell, parking facility, clean drinking water facility, ICT facilities like staff personal computers and laptops, Wi-Fi facility, Research Innovation Center etc.

Non -Teaching:

- The ‘Maitra Cell’, for the non-teaching staff organizes various activities for the welfare of its members.
- The ‘Maitra Cell’ also provides a forum for the non-teaching staff to showcase their talent and to voice their opinions and ideas.
- Casual leave, Duty leaves and Half day leave is availed by non-teaching staff as per the University norms.
- Maternity leave is availed as per University norms by female non- teaching staff as per the University norms.
- Medical leave benefits are also availed by non- teaching staff as per the University norms.
- The college also has a Group Saving linked insurance scheme of LIC of India, Nagpur for the staff.
- The credit cooperative society specializes in loans and fixed/recurring deposits for its employees with representation from both teaching and non-teaching staff.
- Children of teaching and non - teaching staff are admitted on priority to college programs.
- The children of economically weaker section of non-teaching staff are well supported financially by Management, teaching staff and retired staff by welfare schemes.
- ICT enabled programs are conducted for enabling and learning new software.
- Infrastructural Support facilities are provided as staff cafeteria, Grievance redressal cell, parking facility, clean drinking water facility, ICT facilities like staff personal computers and laptops, Wi-Fi facility etc.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 1.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
05	02	00	00	00

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 3.6

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
06	06	01	01	04

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development

Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 12.74

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	15	7	9	8

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Performance Appraisal System for Teachers:

- L.A.D. and Smt. R. P. College for Women has developed a transparent system of Teachers Performance Appraisal. It is developed as an annual self-assessment of the faculty members related to their job performance as measured by the competency expectations set out by the Institute.
- The performance assessment often includes both the core competencies also the competencies required specific to their profession.
- Teacher's continuous academic as well as administrative development is evaluated. The system also gives a constructive feedback to the faculty members.
- The IQAC of the college usually facilitates the assessment process.
- The process consists of a three pronged strategy that is used wherein the first starts at Departmental level which is reviewed and assessed by Heads, Vice Principal and Principal of the college. The second is for the Career advancement of the teachers. Third is the teacher's evaluation by students.
- First Prong: The College every year gives a confidential report format to be filled by the teachers at the end of the session. It is indicative of the performance with respect to lectures/ practical's, attendance of students and results. It also assesses the performance of teachers with respect to managerial skills, administrative skills, personal academic achievements, interaction with external agencies. This confidential report is judged and assessed by the Head of the Department and endorsed by the Vice-Principal of the College. The quantitative metrics analyzes the evaluation as

Very Good, Good and Poor.

- **Second Prong:** The second layer is mainly focusing on the Career Advancement of the teachers who are updated about their performance at each level. Teachers at the end of the session have to fill PBAS (Performance Based Appraisal System) which is again a confidential report. PBAS is required for placements of the teacher for attaining next level of promotion. This mainly focuses on Teaching Learning, Research, involvement in curricular and co-curricular activities based on NAAC criteria. PBAS is one of the important steps required for Career Advancement Scheme.
- **Third Prong:** This layer is one of the crucial layers in overall career of a teacher as it involves direct assessment from the Stakeholders i.e. the Students. Thereby students are expected to give feedback about teacher's performance about the teaching learning methods followed in the college. IQAC's feedback committee is accountable for designing Feedback links which are uploaded on the website. The sub - committee members ensure the filling of feedback forms at the end of the session. The feedback form is structured based on various parameters like communication skills, knowledge of subject matter, timely syllabus completion, creating interest about the subject, use of different teaching pedagogy, transparency in evaluation, creativity etc. The feedback committee analyzes the responses and a report is submitted. The IQAC and Head of Institution ensure to take corrective measures by interacting with staff.

Performance Appraisal System for Non-Teaching staff:

- All the non-teaching staff fills up the CR and submit to the Registrar, and later it is submitted to the Principal.
- The non-teaching staff performance is assessed on the basis of following: application of working knowledge, Capacity to work along with subordinates, General intelligence, relation with public and colleagues, administrative ability including judgment initiative and convincing ability, technical / professional ability.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Mechanism for Internal and External Audit is as follows:

Institution is following standard procedure of audit under the standard practice, a committee comprising following is formed for smooth implementation of audit procedure.

- The Treasurer, Women's Education Society,
- The Principal, L.A.D & Smt. R.P. College for Women,

- The Registrar, L.A.D & Smt. R. P. College for Women,
- Chief Accounts Officer (CAO)
- Deputy Accountant WES
- College Office Accounts section.
- Auditors M/S V.R. Inamdar & Co, Nagpur, Chartered accountant

These are the main personnel involved in the smooth implementation of the Audit procedure.

The auditor independently checks the internal control system regarding authorization procedure, record maintenance, safeguarding of assets etc. In Internal audit each and every financial transaction is verified in the initial stage. This is verified by the CAO, Principal for clarity and transparency.

Regular meetings of Purchase committee are held to verify and approve the quotations for purchases of departments. Orders are placed to the lowest bidder with proper approvals.

The Stock Verification committee visits the departments to verify the entries done in the Stock Book registers, and the same is shown to the Auditor's during audit.

The bills and vouchers of the revenue expenditure are checked. The vouchers and proper record with the concerned Department of the capital expenditure is also checked and verified.

The expenditure is done based on the budgetary provisions.

Primarily the external audit procedure involves analyzing the cash book, Ledger Scrutiny, Bank reconciliation, Collection register with Cash books etc.

Also the institute is having statutory audits from Auditor General (AG), Joint Director (JD)

office on periodical basis.

The AG has completed the Audit up to the financial Year 2018-19.

The JD has completed the assessment up to the financial year 2010-2011.

The audit objections/compliances are handled by the Accounts department in coordination with the Audit Committee. The audit is supervised by the Secretary, W.E.S., The Treasurer, W.E.S. and the Principal of the Institution.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 15.47

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.33	8.29	2.39	1.54	2.92

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Resource Generation:

- L.A.D. and Smt. R.P. College for Women has a resourceful financial management system in which Government, Management, Non - Government organizations, research activities, cultural activities, donors are the contributors.
- The Institute is having student's fees (Government grant) as a major source of income for mobilization.
- The resource mobilization policy focuses on the goals and objectives of the Institution concurrently the Governing Body manages the optimal utilization of funds ensuring accountability and transparency. The funds are primarily utilized for creating a learner centric ecosystem.
- The major sources of income generation are through Student's fees (Government Grants) and UGC, CPE Grants.
- Funds are also generated by organizing Conferences, Seminars, Cultural programs and utilized for student centric developmental projects.
- Funds are generated under Modernization and Removal of Obsolescence Scheme (MODROB) from AICTE and through Hunnar se Rozgar Tak (HSRT).

Resource Mobilization:

- A financial advisory, comprising of the Principal, CAO (Admin), Treasurer, Registrar is in place to manage the funds.

- Apart from the main advisory team various other committees viz. Building committee, Purchase committee, Library committee and Garden Committee have been constituted for proper allocation and utilization of funds in consultation with financial advisory.
- The mobilization of funds is done departmentally / stream wise by asserting the expenses for a financial year and the budget is prepared which covers all the necessary expenses required to be made during the year.
- As a standard procedure on the basis of budgeted amounts, the departments concerned raise their requirements by applications which are duly approved by the Principal of the Institution and then the department prepares comparative of the parties interested in the work / supply and then only the expenditure is made.
- The major source of finance is fee received from students for Grant in Aid courses (i.e. Senior College) and other self-finance courses as (i.e. BBA, BCCA, M.Com. etc.). The fees received are utilized for the smoother functioning of the college and remuneration to be paid to the staff.
- Augmentation in sports and library facilities becomes the key focus area for resource mobilization.
- The purchase committee plays a vital role in the process of calling tenders and vendors and decides the policy for purchasing every item.
- A standard operating procedure is followed for collection of funds through cheques / drafts or electronic mode and payments are done through these modes only.
- The collection and utilization of these funds is ensured through financial auditing at the end of each financial year.
- For resource mobilization, the College has signed M.o.Us with ‘The Mentor – Training and Placement’ ‘Gadget – The Career Tool’ and ‘Mr. Sudhir Prasad Rai’. Financial mobilization is utilized for students’ and college development.
- Transparency and accountability is ensured by conducting annual audit of the statements.
- Financial support provided by the government agencies are audited by the respective Government Departments.
- MODROB and HSRT funds are specifically utilized for purchase of equipment required in the Department of Hotel Management and Catering Technology

File Description	Document
Upload any additional information	View Document
Paste 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

Response:

L.A.D. and Smt. R.P. College for Women has embraced quality culture in Institutional functioning since last five decades from its inception in the year 1932. A qualitative methodological approach is included in various areas to enhance several procedures such as simplifying admission procedure, teaching and learning strategies etc The Management and the Principal has started with an initiative of recognizing the

efforts of stakeholders by organizing special program.

The two practices institutionalized by college are:

- Online Admission procedure of RTMNU
- Pat on the Back

Practice I Online Admission procedure of RTMNU:

Last five years RTMNU is following online admission procedure with additions and improvements every year. The college is the Facilitation Centre of the PG admissions. After receiving the admission schedule from RTMNU, the committee members draft a complete SOP for smooth conduction of admission procedure. A special admission committee is formulated; Principal being the Coordinator, Vice Principals as co-coordinators. Faculty wise and Department wise admission committee works for the smooth conduct of the process with 100% transparency. Website of the college is user friendly to assist the students for the overall admission process.

General process includes:

- Online registration on University portal
- Registration and filling of online form of college
- Admission as per merit list with online fees payment

University schedule is strictly followed for overall process. Online procedure is beneficial for outstation candidates. A few programs like HMCT and Interior Design have an entrance examination as an important component of the process. After the display of the merit and waiting list, the students pay the fees online. The admission committee is proficiently counseling the students whenever required in offline and online mode too. In COVID pandemic, a special vigilance committee of teaching and non – teaching staff was constituted and was operational till the admission procedure was conducted. Care was taken that not a single student faced any problem during the admission procedure when the COVID pandemic was at its peak by following all COVID norms suggested by local authorities and Government.

Practice II: Pat on the Back

L.A.D. and Smt. R.P. College for Women under the headship of Women's Education Society has cultivated a practice of recognizing and appreciating the achievements of the stakeholders especially Students, Teaching and non – teaching staff since last few years. This endeavor is to acknowledge the exemplary performance of the stakeholders in varied fields of academic activities. This helps in reinforcing particular behavior, practices that results in better performance and positive outcomes. These rewards are candid as a Pat-on-the –Back and a genuine compliment showered by highest authorities of the college. Christened earlier as 'Tea with Director' in the year 2016-17, by recognizing few meritorious students and achievers in other fields, this activity has gained tremendous popularity resulting into a perennial program. Rechristened as Pat-on-the –Back 2017-18 onwards, there is a consistent augmentation in the overall structure of the program. Starting with students in the initial stages, addition of teaching and non – teaching staff has upgraded the quality of program. Students are felicitated for their exemplary performance in academic endeavors, research and extension activities. Teaching faculty is acknowledged for receiving

awards, research and other activities. Non – teaching staff is appreciated for outstanding performance in administrative work. With this activity, a positive reinforcement is promoted for better performance.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

IQAC of L.A.D and Smt. R.P. College for Women has evolved over the years for imparting knowledge, skills and capabilities to adult learners through a blend of conventional and ICT enabled pedagogy leading to an efficient and globally accepted teaching learning process. Post accreditation, IQAC is nurturing amongst the stakeholders as teachers raising the quality of teaching and research and integration of technology for improved outcomes.

1. Teaching Learning Process:

- A curriculum based feedback is collected yearly from the stakeholders as students, alumni and parents to give an unbiased opinion about curriculum content, curriculum delivery and also about the teaching methods used by the faculty. IQAC feedback committee analyzes the responses received in a methodical manner and faculty members are intimated about the gaps in their teaching learning process.
- As the faculties are members of B.O.S. of RTMNU, they get a fair chance to revamp the syllabus as per the feedback given by the stakeholders.
- Being an affiliated college, students are from diverse backgrounds, abilities and personal attributes. To overcome this, the faculty use experiential and collaborative learning techniques by using different tools as field trips, PP presentation, Role plays, Bridge courses, workshops etc.
- One of the methods of judging learning outcomes was conducting review, seminars and group discussions in online mode.
- The session 2020-21 was full of challenges due to the COVID 19 pandemic which led to changes in teaching learning process. Due to declaration given by Government of Maharashtra and RTMNU regarding online mode of teaching with respect to strict lockdowns, the challenge was accepted by college by introducing complete online teaching pedagogy to faculty members from various courses specially mathematics, Sanskrit etc. The college Principal initiated the process of availing the G- Suite platform for the smooth conduction of online classes by teachers. In addition to regular teaching the platform was used for conducting workshop, webinars, and talk shows on a regular basis.

2. Quality Initiatives and Active Participation in online mode:

- Continuous Internal Evaluation system by conducting sessional, assignments, GD, seminars, viva and surprise tests help the students prepare themselves throughout the semester for better performance.
- Students are encouraged to attend alternative leaning mode such as use of MOOCS.
- In COVID- 19, the efforts of the teaching staff led to students from all strata of society getting used to online mode of teaching. The students learnt to submit assignments and projects through Google Classroom efficiently. This enabled the teachers to evaluate and judge their learning abilities.
- The students got used to appearing for online examinations both internal and at University level.
- Provision of online teaching learning initiative has led the students to actively and confidently participate in online competitions at college and inter – collegiate level.
- Promotions of research oriented activities enabled the students for higher studies and train them to pursue higher goals.
- Skill oriented workshops as SkEds are conducted regularly to enhance their abilities to become entrepreneurs making them more self- sufficient.
- Internship opportunities and Industry Academia collaborations are initiated by signing M.O.Us with renowned companies. This helps the students to gain practical knowledge and improves their performance in outside world.
- The infrastructure as classrooms and library is augmented keeping in pace with the tech savvy generation by providing ICT tools and gadgets. The campus is made fully Wi-Fi.
- Promotions of research oriented activities enabled the students for higher studies and train them to pursue higher goals.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality intitatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

Self Study Report of WOMEN'S EDUCATION SOCIETY'S LADY AMRITBAI DAGA COLLEGE FOR WOMEN OF
ARTS, COMMERCE AND SCIENCE AND SMT. RATNIDEVI PUROHIT COLLEGE OF HOME SCIENCE AND
HOME SCIENCE TECHNOLOGY

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The institute has strived to achieve equity and gender sensitization by catering to the physical, socio-economical, psychological needs and by addressing the diverse nature of its stakeholders and issues confronting them in the Society. The problems addressed are in areas like citizenship and rights, atrocities and domestic violence, sexual harassment, issues of equality and freedom, questions of sexuality, societal and professional norms, facing challenges and other discriminatory attitudes, understanding and respect towards all who contribute to the diverse and heterogeneous society. These are reflected in programmes and activities targeted to cater to the diversity of students throughout the academic session. Other aspects which are available in the physical form for ensuring comfort, the safety and security of its staff and students are given herein:

Safety and Security: a) CCTV installed for surveillance in the campus premises, hostel and office of the college. Security guards (outsourced) are posted for round the clock monitoring the entry and exit to the college. b) Fire-fighting systems have been installed in both campuses. C) The college has constituted Samadhan Guidance and Counselling Centre for stakeholders to address issues like mental harassment, sexual harassment and so on. It has also instituted Anti-Ragging committee. (d) Students have at their disposal an excellent common room - 'Virangula,' toilets, sanitary napkin vending machines and other facilities at the Shankar Nagar Campus and also at Seminary Hills campus (e) On campus availability of doctor for health issues as well as psychological problems of students. This facility is also made available in the Girls hostel located in the college premises.

Counselling: College has a well-established counselling centre for students in Department of Psychology and Human Development with special programs on Anti-Suicide mission conducted regularly. Grievance redressal committee with mentors allotted in the ratio of 1:40 mentees to solve individual academic / departmental / class problems.

Holistic Approach [Personal and Skill Development] : For the holistic development, students are provided with a sports wellness centre, personality development workshops, career counselling workshops, lectures and opportunities to participate in tournaments, debates and many other extracurricular activities at all levels. The institute encourages students to participate in cultural and other co-curricular activities through competitions. Clubs like Cinecon film club screens select movies to create awareness and sensitize them to social causes and issues prevalent and to boost self-expression and students literary prowess, the SPANDAN -- the wall magazine and the college-Urmi, and other departmental magazines like Kruti, Busy Bee, Jabberwocky have been initiated.

Knowledge Reserve: The opportunity to access a huge knowledge reserve is available in the form of library facilities wherein books related to general knowledge and which are regularly updated. SQAC is a body with a frequency of programmes for enhancing students' quality and honing other survival skills like writing skills of the students through articles in college and departmental magazines. Felicitating students for their academic excellence also adds and builds their confidence levels to confront life situations.

File Description	Document
Link for annual gender sensitization action plan	View Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

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

Response:

The College acknowledges the importance of waste management literacy and responsibly tackles this issue by undertaking activities to manage waste, create eco-friendly environment and educate stakeholders. Sensitizing students is achieved through programmes, lectures, notices and display boards. A Lecture on “Sustainable Living” was organized on 30.09.2017 by Mr. Tanvir Mirza President of Yashodhara NGO. Students and staff participated in programmes like Swachh Bharat Abhiyan, Swachhta Pakhwada and other environment sensitization drives within campus and outside campus.

Solid waste management:

- Dustbins are placed in every classroom and at different locations of the campus.
- Colour coded dustbins, according to international standards are used for different types of wastes.
- Waste collected on a daily basis from campus, hostel, class rooms is segregated at source. Waste from the hostel and canteen is processed in the manure production unit 140 kgs of manure was harvested and marketed in 2018-19.
- Two paper shredding Machines are installed on both the campuses one in the Shankar Nagar office and one in the library
- Daily garbage collection and disposal mechanism is integrated with the city municipal mechanism for further processing.

Liquid waste management:

- The waste water from canteen is used for watering trees and for non-potable usage.
- Biotoilet is installed in Commerce building to minimize waste.
- During 2017-18 & 2018-19, a 6 week course on 'Water conservation right to safe and clean water' was conducted under the aegis of Jiwan Shikshan Abhiyan, RTMNU
- A 12 week course in 2018-19 on 'Water Conservation and Water Audit' was conducted under the aegis of Jiwan Shikshan Abhiyan, RTMNU.
- National aqua conference on "Water Conservation: Role of Educators" was organized.
- A household survey on water was conducted for Nagpur City by staff and students and findings were presented.
- Sensitizing students and public by participation in Aqua awareness rally was initiated.
- Lecture on Rainwater harvesting and ground water management was organized by inviting experts.
- Yearlong programs were organized on the theme of water conservation. Various intercollegiate competitions were organized like poster making, slogan competition, aqua video, model making for school students.
- Street play competition were held at different areas to sensitize the importance of water conservation.

Waste recycling systems :

- On 11.10.2017, a waste management unit was started in the college premises to produce compost manure from the canteen solid waste and waste from other sources.
- The Chemistry department contributed for reduced use of chemicals by using micro- techniques.
- The Microbiology Department disposes micro-biological waste by neutralizing /sterilizing it before disposing in the municipal drainage system.
- Old monitors, CPUs are repaired and reused.
- The departments of Family Resource Management and Interior Design carry out "Best out of Waste" activities to use the waste generated. .

E-waste management:

- The E-waste like empty toners, cartridges, outdated computers and electronic items are collected, stored and disposed every year according to international disposal procedures .

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any

awards received for such green campus initiatives:

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

Response: D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities

(within 500 words).

Response:

The institute's advantage of being one of the oldest institutes in the region, and easy accessibility, connectivity and proximity to the city-center translates into students seeking admission from surrounding rural areas and states.

Recognition: Recognizing the importance of macro-social contexts, such as structures of inequality of socio-economic conditions, race, ethnicity, class, and gender, the need of inclusion is taken care of by undertaking activities which sensitize and help students to respect this diversity. The diverse backgrounds from which the students come impact the time they take to adapt to changes and their subsequent ability to participate in society. Therefore the institute has an inclusive campus environment to feel at ease on admission. The social structure and networks, chosen academic disciplines, learning spaces on-campus, living-spaces beyond campus and existing assemblage of available technologies affect participation. Keeping in view this diversity, the institute encourages and provides opportunities to create an environment of learning and self-development programmes and activities aimed to nurture and practice inclusivity.

Learning: Traditional learning occurs from abstract, out-of-context experiences viz. lectures and books while situated learning takes place through the relationships between people and connecting prior knowledge with authentic, informal, and often unintended contextual learning. Situated learning occurs through activities and workshops undertaken wherein students actively participate in a real world environment. Cooperative education and experiences with the community help students adapt and gain exposure in the real world. These are practiced in departments of textile and fashion design, hotel management and Catering Technology, and Commerce, Geography, Music and sports (physical education) department. The practices replicate actual setting of these events, e.g., sangeet samaroh, sports competitions, site visits, surveys and internships. The human development department has Balwadi, a child-care center, which is used as a learning environment replicating work settings. Learning is hands-on and students experience firsthand real world problems. Thus the student is "situated" in the learning experience and knowledge acquisition becomes a part of the learning activity.

Inclusivity: The institute endeavours to provide an inclusive environment and help in learning which it fosters through: Uniformity. Attention to structures of inequality has been addressed through adoption of uniform for students, programmes and workshops aimed to address the socio-economic divide making a connect with the community through extension activities like the DaanUtsav, religious tolerance etc. to foster an inclusive learning environment and inculcating social responsibility. Also the faculty is mindful that the admitted students are from various strata of society and regions thus this diversity is catered to in both the curricular and co-curricular activities undertaken with complete fairness and parity.

Communication: Employees can express their disapproval, approval, and criticism. The authorities view the information / grievances objectively, without defense and resistance. New ideas are considered with an open mind in an atmosphere of trust and respect without limiting convictions, initiating dialogue and ensuring the employees optimal contribution. This encourages employees in terms of personal growth and helps participation in day to day work without ego and fear which ensures true inclusiveness.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Inculcating and teaching good values and ethics in student life plays a very crucial part in imparting education. This perspective of teaching values in the educational institution helps students learn and practice healthy attitudes and behaviour viz. respect, honesty and kindness. It is well known that ethical values provide the moral compass by which individuals live their lives and make decisions. As a professional, habitual ethical practice is intrinsic in decision making and navigating dilemmas.

Ethics is a set of rules that determine the behaviour of a person, whilst Values are those beliefs for which a person has an enduring preference and they contribute to the ethical status of a practice. Values may be at the personal or cultural level but importantly may be at the practice level. Developing core values through a practice can be a helpful guide for an individual. Values depend upon the ethics of each individual in the pursuit of moral excellence.

The institute conducts lectures, workshops, debates, competitions selecting topics meticulously to make students aware and sensitize them about issues and problems which they might encounter in the society. The aim of many of these activities and lectures is to develop and inculcate core ethical values such as integrity, honesty, truthfulness, fairness, sincerity, trustworthiness, self-discipline as well as a sense of responsibility, including reliability, dependability as also accountability and acting with reasonable restraint; and not indulging in excessive behavior.

Some activities like Charity, including kindness, Caring and compassion, tolerance, good will, empathy, fidelity, including faithfulness to professional life, allegiance to the public trust, loyalty to employer, firm or agency and loyalty to the profession including exercising good judgment and adherence to ethical principles in professional practice is also inculcated. Moral sensitivity, character building, judgement and motivation is one of the focus by engaging students through inspiring guest lectures and seminars.

The concept of social responsibility is inculcated through activities which emphasizes ethical behaviour in that it requires understanding, identifying and eliminating unethical economic, environmental, and social behaviours. As a social responsibility the institute observes a seven day event every year since 2018 "The Daan Utsav." The utsav owes its genesis to the Joy of Giving week and commenced in 2018 -2019 as a week long series of activities which is followed very earnestly. Most activities undertaken involve donations to the needy from the students and staff. It involves beneficiaries from the disadvantaged communities like the elderly, disabled, destabilized, mentally challenged etc. who are the recipients of the "Daan" Creating awareness and sensitization in the giver about the potential positivity and happiness

that such an endeavour brings to the Givers conscience. Apart from the DaanUtsav several days are celebrated such as “Constitution Day”. Voters Day Celebration, Voters Awareness Programme, Sadhbhavana Diwas (Harmony Day), which create awareness on values and ethics.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The college celebrates all national, international events and celebrations on designated days with great verve and enthusiasm and dedication. It does this by synchronizing its academic calendar with that of the RTMN University and the Central, State and Local Government directives and circulars from time to time. L.A.D College celebrates National and International Commemorative days with zeal and enthusiasm to inculcate constitutional values, to instil patriotic spirit and to encourage unity among staff and students. The college helps students to relate with the cultural heritage and connect with their roots.

National leaders such as Mahatma Gandhi, Subhash chandra Bose, Shivaji Maharaj Chhatrapati

Rajarshi Shahu Maharaj Jayanti, Pt Jawaharlal Nehru, Dr Babasaheb Ambedkar etc. have contributed enormously to our nation and to honour these great people the college celebrates and pays tribute to national heroes and eminent personalities on their birth anniversaries or days which commemorate their achievements.

The college also encourages the students to imbibe their culture and foster it by celebrating festivals like Rakshabandhan, Ganesh Chaturthi, Navratra festival, Janmashtami, Christmas and Eid. This helps foster bonds across the diverse student population and builds religious and cultural tolerance The college organizes exhibition or displays to commemorate these days like the Sarvadharm Granth Bhet which is organized on 15th of August and showcases the religious diversity of our country. These texts are a legacy in the library few can boast of. The involvement of students is encouraged by conducting competitions of oratory skills, quizzes ,debates , elocution, singing or creative skills like poster making, writing , painting , slogan writing, poetry etc., Through these programs the students learn and imbibe the great work of our leaders and develop a sense of patriotism and their sacrifices , their dispensation of duties and their contribution towards our nation.

The college regularly organizes different activities for inculcating the values of tolerance and harmony cultural diversities. These activities have a very positive impact on society’s cultural and communal thoughts directly. The College celebrates with great enthusiasm and fervour the Independence day, Republic day, Hindi Bhasha Diwas, Constitution day, International Yoga day, International Womens day, Kranti Diwas, Sadbhavana Diswas. Every year with great honour and respect “Vachan prerna diwas” the birth Anniversary of Dr APJ Kalam Azad is celebrated. The college celebrates Swami Vivekanand Jayanti as National Youth Day each year on 12th January with speeches, music and lectures driving their inspiration from Indian Spiritual tradition and the broad outlook of his master Shri Ramkrishna Paramhansa.

In Addition the respective departments celebrate designated days such as Indian river day, national mathematics day , national science day , world tourism day, aides awareness day, suicide prevention day, Sanskrit day. The institute pays tribute to its Founders day (Y M Pathak) and Teachers Day are observed with avid zeal, ceremony and decorum. These programs organized by the college promote greater values of life, love, integrity and patriotism in the minds of students.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document
Link for any other relevant information	View Document
Link for Geotagged photographs of some of the events	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. BEST PRACTICE

1) Title of the Practice : COMMUNITY CONNECT

2) Objectives of the Practice: 1) Focus was to extend awareness, sensitise and empower students to enable them to connect with the society and to provide a long time connection for a symbiotic existence. 2) To provide a platform at a young age to initiate and continue to take responsibility of the environment, society and community. 3) Building a linkage between the Institute, Industry and the Community. 4) To imbibe and inculcate sensitivity amongst the future citizens of the country by spreading the joy of giving. Student's exposure to the community was either curriculum based, choice based or by way of extracurricular activities. Being a multi-faculty college, numerous platforms were available to the students. The intended outcome was inculcating value system, developing requisite competencies and /or encouraging communication and interaction.

3) The Context: There are many people in the society with and without academic credentials or who remain away from the benefits of good education and face unemployment or have frugal means of earning. The concept was to enable such segments of the society by not only imparting knowledge but also making them skill-ready by encouraging and training them and to promote interaction between the educated and uneducated segments of the society in a well-established monitored manner. Today short duration courses are sought after, completing academics either till secondary, higher secondary or bachelors in arts or commerce which constitutes a major proportion of the educated class is observed. After education, many serve on that platform like agriculture, typing, sales, etc where even the uneducated or less educated is serving. Hence, exposure to the community is immensely useful. To provide the opportunity and enormous benefits of the joy of giving and sharing within the surrounding cluster and community- thereby providing a balance of resources amongst the givers and the takers.

4) The Practice: Community Connect as a practice had its seeds sown from many years and eventually has evolved and emerged as the larger focus of the institute. Currently the following four modes are established: a) Adoption of Villages under the aegis of UBA Unnat Bharat Abhiyaan C-18237 adopting seven near-by villages., b) Indradhanu, Cluster of colleges, where L.A.D is declared as Lead College, c) Daan-Utsav, the celebration of joy of giving in first week of October every year and d) An intent to build a linkage between the institute, industry and the community, collaborative efforts through departmental engagement within campus and other agencies.

a) **Adoption of Villages :** In Departments like Home Science which is a combination of arts and science showcased all such interactive extension in their curriculum itself. eg. Home Science Extension, Community Nutrition, etc had a close connect with the community as a social cause. Beyond the college campus, and a nearby rural community Hazaripahad, and later the **Gram Vikas Samiti** adopted a village called Thaturwada, Taluka Katol. Be it, the skill development, nutrition counselling, health & hygiene, education, women empowerment or child up-liftment, the Gram Vikas Samiti had sowed the seeds and the village was declared as one of the best. However, the staff linked with this work superannuated and hence the connectivity with this particular village halted. However, later on, this practice that was imbibed did rise and respond and today the college NSS Units has adopted seven villages- namely Mahurzari, Pipaldhara, Sawangi, Nagazari, Mandwa, Katangadhara and Harankhuri, The motto of NSS - "not me but you" is an embodiment of selfless service, appreciation of the other person's point of view and showing consideration for fellow human beings and hence becomes a main pillar for the success of the community

connect practices.

b) **Indradhanu. Cluster** : RTMNU declared L.A.D. College as a lead college in the cluster of eleven affiliated colleges in the city, and this collaboration was labelled as **Indradhanu**. The unique feature of this is the installation of the new student ambassadors, Investiture ceremony and the pledge. The student ambassadors from all the different colleges of the cluster were envisaged as facilitators and motivators for all the chapter activities. The Indradhanu cell along with the SQAC has organised many programs and workshops, and they are also conducted at the members' colleges in rotation.

c) **Daan Utsav** : It has provided a very unique and very useful platform for the students and staff of our college to get involved in social issues. College NSS units, IQAC, SEWA – a community outreach Cell and Indradhanu cluster of colleges have always joined hands in giving. Giving is very much relevant to the students of the college as they are able to express themselves. By giving, the young girls get a sense of self confidence that they are able to make a change in some one's life and also build in a sense of responsibility among themselves, apart from realization about their duties- they also get a vision about others viewpoints, expectations and requirements.

d) **Building a linkage between the institute, Industry and the community** was one desirable academic outreach platform for the college students. Many departments have organised entrepreneurship development programmes on niche employment opportunities. Prominent among them are the Departments of Cosmetic Technology, HMCT, Electronics & Software Technology, BID, Biotechnology and Commerce.

5) **Evidence of Success**: Students developed competence required for group-living and sharing of responsibilities, a sense of social and civic responsibility, gave an understanding of the community in which they live, and also understood themselves in relation to their community; advice to form a living contact with the community in the neighbourhood was the take away message.

In case of special residential camp organised at Pipaldhara during 27 Dec 2017 to 2 Jan 2018, reflected the role of students performance as activist, enablers, and catalytic agents, with a special theme of Swatch Bharat Abhiyaan, at Sanjeevan Socio Medical Foundation Amgaon Deoli, Hingna Road, Nagpur. This experience in the camps held through the years therefore has developed capacities in students to meet emergencies, learn team work, practice social harmony and has helped to inculcate the attitude or inclination to put others before self, to show consideration for fellow human beings, develop reasonable qualities of democratic attitude, appreciation and sensitivity of the community perspectives which are pointers of the success of the community connect practices. For example Namrata Singh Baghel and Kanchan Maru were adjudged best NSS Volunteer Awardees by RTM Nagpur University for the academic sessions 2017-2018 and 2018-2019 respectively. Also the institute bagged the best NSS staff awards at State and University levels, leading to the Best College award at University and State levels. This indicates that the goals were being achieved as per the targets set as far as the first mode of **adopting of villages**.

ambassadors from all eleven colleges joined hands during the Daan Utsav celebrations and helped the specially abled students from the cluster to get support as writers. A special skit on "*prasangik netradaan*" and *Writer deta ka Writer* to encourage willingness to help as writers and a directory to that effect was also published and inaugurated, in association with Ashadeep Foundation- Apang Mahila Bal Vikas Samiti.

Daan Utsav, another community connect activity, has left a lasting impression in all those who got involved, with a promise and a zeal to do more and selfless service to the society to become a second

nature. The feedback received from the recipients and the benefactors is always heart-warming and changes their individual perspective and enriches their lives.

Idea of Inclusive Working was showcased by many departments, a special course was designed to seeks affiliation and build linkages and partners for the growth and development of hearing impaired youth, HMCT educated the hearing impaired students to earn their livelihood and can be stated as the best example to show the steps taken for **Building a linkage between the institute, Industry and the community.**

6) Problems encountered, and Resources required: Access to the community is sometimes difficult due to the agrarian nature of the occupation. Most women in villages are involved in Agricultural practices and have little time to spare. However, their enthusiasm for some products is always encouraging. Other problems that are usually observed in Villages included :

- Family support: The reluctance from some families in villages is another obstacle.
- There is a limit on the number of seats per workshop due to space and time availability
- As the workshop is subsidized or free in the case of adopted villages, some of the beneficiaries don't realize its importance.
- Indhradhanu Cluster programs have always been very enthusiastically organised. However, time constraints, priorities and respective institutional concerns do collide and at times hamper mutual attendance in the cluster events. Multi focus approach, manifold responsibilities on the staff due to staff crunch were the observations and responses.
- For Daan Utsav, usually the faculty along with students undertakes such activities hence, adjusting the time becomes a difficult task if academic responsibilities clash with it. However, this special week has always seen enthusiasm and increments in happiness quotient.

2. BEST PRACTICE

1. Title of the Practice : SKILL EDUCATION [SkEd]

2. Objectives of the Practice: 1) To bridge the gap between academics and practice in order to satisfy the core needs of students whilst meeting the needs of society and the professions or workforce which they are likely to join 2) To help students gain practical knowledge through hands-on experience and exposure to professional situation and building teamwork and working as a member of a group 3) To engage alumnae and experts to disseminate knowledge about a skill soft, hard or survival; within a select beneficiary community or focus group of people not directly enrolled as students in the institutes.

3. The Context : Attaining a degree is a sign of formal education but it no more always guarantees individual growth, social stability or financial security. Skill education is the need of the hour for outcome-based learning that respond to global reality and learner's aspiration. It is a support endeavour to teaching-learning initiated by the institute in various departments and cells. Thus with a goal to create opportunities, space and scope for the development of the talents of the students enhancing their technical expertise, the institute focuses on Skill Education as one of its pillars of best practices.

4) The Practice : This practice aimed at giving a hand on experience on various professional learning aspects, learning life skills, soft skills. Two mechanisms / types are in place : a) workshops, seminars or camps b) student bodies and clubs.

1. *Workshops, Seminars and Exhibitions:* Mostly these are workshops held annually for students while others are exhibiting the creative's prepared by the students for the community display. This gives both recipients of the knowledge and skill imparted an exposure to the handling of different situations, crafts, materials under experts as well as enhances their creativity along with entrepreneurship skills. All are planned meticulously and a few have evolved modules with levels of proficiency. The main concept is to inculcate creative skills, management skills, resource building, team building, organizational skills, Computer Literacy Programme, communication skills, Hindi / Urdu translation training skills, financial management and planning. These skills are important for their future employment and professional work opportunities. These workshops are divided into two categories short and long span. The shorter span workshops are usually between 1-7 days depending on the level and type of skill which can be learnt and taught to a participant. The longer duration workshops are more than 7 days and up to 120 days. These are introduced apart from the curriculum as additional knowledge. Further due to the levels of complexity or intricacies involved these are planned to be conducted in two, three or four levels of rising levels. The faculty identifies and engages services of experts, professionals, firms, traditional craftsmen, entrepreneurs, Alumnae or artist for their expertise in the skill, art or craft to produce a creative work canvas. The base level is designed to teach the basics of their skill, craft or competencies which the students assimilates and can apply. Most workshops or courses designed have a focus on evaluation and feedback since the organizing cell or department showcase the participants' creativity or ability using the skill/craft learnt. Hence whenever the skill imparted results in the form of an art-piece or usable or innovative product an exhibition or an exhibition-cum -sale point at the institute level is held thus testing and an appraisal mechanism automatically occurs and inculcates a sense of confidence in the participant. While the capabilities obtained can be tested while it is being taught as is evident in the course taken up by few departments.

2. *Student Bodies and Clubs:* Discharging responsibilities within the society after academics and performing roles becomes stressful and is a difficult in current times . Students need to be flexible, adaptive and empowered in various capacities and capabilities. Hence along with academics, the focus is to hone their life skills, to explore their individuality, learn to face challenges and build teamwork. Other important aspects focused on are and especially for women students is, many issues about self-expression, writing skills, health-related and others due to lack of exposure and excesses or scarcities in lifestyle and environments in which they find themselves in. During imparting curriculum based skills, eg in HMCT during annual food festival and in BID for the Kruti, student members are given different responsibilities.

5) Evidence of Success: The programme has been running successfully in many departments, based on their specific professional aptitude and requisites. For example, the Department of Hotel Management and Catering Technology has been conducting annual cake fair, a theme cuisine, hospitality operations training, multi cuisine cook stewardship and housekeeping skills etc. The Detecting blood haemoglobin and blood glucose levels, as well as confirmation of blood group using requisite medical kits, is done for each individual is a hands on learning experience for biochemistry students during the blood detection camps. Annual exhibition of Skill Villa and Skill junction with the carry home messages by students of Home Science, Department of Biotechnology has conducted one month certificate course in Skill Education on "In vitro Plant Culture", Department of Commerce and management has conducted Soft Skills training, Financial Management Skills inclusive of different levels eg level 1 consisting of

“Multiplying Wealth : Investments & Income Tax Returns (MWITR)” Level 2 entitled “Carrier opportunities in securities market and mutual fund (COSMMF)”, etc

The Department of HMCT and Applied Electronics and Software have been organizing entrepreneurship development programmes on niche employment opportunities like tourism and food Industry, stewardship course in food and beverage services in case of former while in telecom and Broadband technician course, Wall Clock, electronic Display Board, Use of Solar Power, virtual instrumentation using Matlab etc for later. Durations vary from 15 days to 3 months for courses designed based on the syllabus at subsidized / minimal fees or free for some students. Intake is of 30-35 people both genders.

Department of Interior Design has evidence of grand popularity of successfully organising KRUTI workshop where ceramic accessories, wooden interiors, clay models etc are displayed. Calligraphy SkEd Course is undertaken. HMCT has organised National Hospitality Skill Certificate -Hunar se Rojgar Tak under the aegis of National Council for Hotel Management & Catering Technology, Ministry of Tourism, GOI. At college level, annual theme based food festival, and annual cake fair. Many alumnae have opted to take up a craft or skill as their career avenues after graduation. The benefits observed are students get a chance to exhibit their organizational skills, creative skills and in some workshops develop products to benefit themselves and the society which are exhibited. They also get to use their entrepreneurship skills through commercial activities like exhibitions when they are organised. Partial financial recovery of the finance allocated for the workshop is possible. The benefits of this practice for students are:

- Getting hands on experience with various materials and tools and to sensitize and elicit the importance of accessories and product as components enhancing and imparting meaning to interior spaces.
- Getting to interact with experts in various fields and industries.
- To inculcate interest in chosen and allied fields for possible budding entrepreneurship.

6) Problems Encountered, and Resources Required: Resources used are the student fraternity, Staff and Experts or demonstrators for various skill development and implementation. Experts from the industry, academics, crafts and arts field are engaged to teach the nuances of their respective crafts. Engaging the services of the alumnae since it is a potent resource and a repository created whose efficiency, success and capabilities can be harnessed for the betterment of the department.

For the community focused workshops there is a limit on the number of seats per workshop due to space and time availability. As the workshops are subsidized or even free some of the beneficiaries don't realize its importance and thus aren't fully engaged.

The rigid curriculum knowledge gained and the working arenas do not match for many and hence the real importance of education or meaning of knowledge is not properly analysed. Flexibility, skill based interest in related fields, Value-based learning, Skill –orientation and the magnitude of its practical implications at a younger age can change the entire personality and character of an individual.

However, mostly the core faculty become resource persons hence, adjusting the time becomes a difficult task when academic responsibilities clash.

These ventures being no profit - no loss basis become challenging to hold since in such activities costs of equipment, stationary, printing, specialised services or basic testing equipment (specially in Blood grp Testing) has seen a hike in recent years. It is mostly challenging to motivate students to participate too, in

few areas.

Lack of funds, time and infrastructure to sustain such courses is sometimes a concern. Also, the enrolled student's personal perception and aptitude is a challenge.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for 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:

The College was established with a major thrust on empowering women through education, helping and supporting them in their endeavour to equal men by grooming capabilities, capacities and becoming competent to handle challenges in any sphere of life. Since its inception through decades there is tremendous change in the way women have been acknowledged and accepted as significant members of the society and the Nation.

The College is fully committed to usher in socio - economic transformation by providing an inclusive innovative quality education of global standards to fully meet the expectations of the stake holders as initiated by its founding fathers.

Taking a step further and to fulfil its social commitment and obligations and also building on its policy of awareness-creation the college decided to dedicate an academic year to a social or an environmental cause. The institute endeavours to contribute by shaping and presenting its young citizens to the society by mentoring and nurturing them into being an aware, literate and thereby socially responsive individual. Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.

Year 2018-2019: Water Literacy Year:

Many events were conducted on water related issues about water shortage , contaminants and ways to tackle this issue. The events commenced with a Theme Talk on "Rain Water Harvesting and Ground Water Management" by Shri Sandeep Adhyapak, Chairman and Managing Director, Waterfield Technologies Pvt Ltd., Thane, on 21 July 2018.

On September 1 in collaboration with R.T.M. Nagpur University's NSS unit, an *Aqua Rally* was organised. The rally flagged off by **Hon. Vice Chancellor Dr. Siddharthvinayak Kane**, R.T.M. Nagpur University, Dr. Keshav Walke, Director, NSS, R.T.M.N.U. and Dr. Deepali Kotwal, Principal, L.A.D College. An

Oath on *Water is Life* was administered to the students. Commencing from Shankarnagar Campus the rally covered a distance of 3 Kilometers via VNIT Square, Bajaj Nagar and Shankarnagar square. Two Street Plays were staged by both NSS Units of the college, '*Jal hi Jeevan Hai*' and '*Kahani Ek Boond Ki*' at VNIT and Shankarnagar Garden Square. Approximately 2200 students participated carrying banners on various aspects of water. The Rally was well-organized and received an overwhelming response from the NSS units of 16 affiliated colleges of R.T.M. Nagpur University along with their faculties. Inter-collegiate poster, Aqua Video Competitions, intra-collegiate slogan competitions, School level Model Making Competition on Water harvesting and waste water management were other programmes organised. A National Aqua Conference on 'Water Conservation: Role of Educators' was organized on 18 December 2018. **Mr. Satyajit Bhatkal of PAANI Foundation** was the keynote Speaker at the conference, **Dr. Madhavrao Chitale**, eminent activist in the field of water, presided in the inaugural function while **Dr. Shekhar Mande**, DG, CSIR graced the Valedictory function. A house-hold survey on water was taken up for Nagpur City was presented as a paper in the conference by the college team.

Year 2019- 2020 : Health Literacy Year:

On International Yoga Day the year 2019-2020 was inaugurated as the 'Health literacy year'. Health-related programmes, Beauty and Health contest, Personality Development, Slogan competition, Poster competition, Survey, Book Cafe, stalls, Quiz, Debate competitions were the yearlong theme based activities. A Workshop on "Tune your Life with Melody of Music" had a lecture-cum-demonstration on the benefits of music as a hobby for health and happiness was given by Acharya Kedar Joshi (Yoga Expert) & Surmani Arvind Upadhye (Flutist). In collaboration with Nutrition Society of India, Nagpur Chapter, a **Symposium on Essentials of Nutrition in Sports Performance** was held. The Chief Guest and Keynote Speaker was **Dr. Y. Venkata Ramana**, Scientist-F & Head, Dept. of Work Physiology and Sports Nutrition in MYAS-NIN Dept. of Sports Science & ICMR- **National Institute of Nutrition, Hyderabad**. **Dr. Priti Rishi Lal**, Scientist -E (Sports Nutrition) who spoke on 'Principles of Diet planning in various sports' and **Dr. Kommi Kalpana**, Scientist- D (Sports Nutrition) who delivered a lecture on 'Nutritional Ergogenic Aids- Effects, Efficacy & Safety.' A Panel discussion on '*Nurturing a child athlete- the role of Coach, Trainer, Nutritionist, Sports Medicine Doctor & Psychologist*' was held with panellists Dr. Jayashree Pendharkar (Nutrition and Diet Consultant), Dr. Ashish Agarwal (Orthopaedic doctor & Sports Physician) and Dr. Shailesh Pangaonkar (Sports Psychologist). The National Seminar on *Arogyam Dhansampada* held on 14 December 2019 at the College was the culmination of the year. Inclusive of three plenary sessions: ***Harmonizing Mind and Moods, Breathing Life through Nourishment and Exercise, Rejuvenating Persona with Healing Therapies*** wherein doctors from different cities and city Doctors, Dieticians, Sports and psychologists together as a team educated and informed participants.

Year 2020-2021: Mindfulness Literacy Year:

The 'Mindfulness Literacy Year' declared in May 2020 correlated significantly to the pandemic of COVID- 19. The activities taken up were online. The activities were well-received, successful in impact and content. The inaugural function was a webinar on 26 April 2020, a lecture on "**Emotional Wellness in Challenging Times**" delivered by resource person **Ms. Sagarika Mishra**, counselling psychologist and life coach, Mumbai. Feedback for the session was informative, educative and excellent. The second webinar was organized on 29 June 2020 "**Embodying stillness: Finding Peace of Mind amidst Covid-19**". The resource person **Mrs. Rajita Kulkarni- President Sri Sri University, Bhubaneswar**

gave a detailed comprehensive concept of meditation. This webinar was interactive and queries raised by teachers were addressed followed by a 15 minutes meditation session. The **Reading Habits Survey** conducted in the months of July and August 2020 due to the COVID -19 Pandemic was online with intent to understand how people are spending their time at home, preference of reading and its effects on positivity. *Vachan Prerna Diwas* was celebrated by **Book Review** by eight staff members online. A National Level PowerPoint Competition, in collaboration with the NSS Cell of R.T.M. Nagpur University was organized on 7 October 2020. Intra-collegiate Poster and Inter-collegiate Video Making Competitions were held. In collaboration with Maitra Cell, an “Inter-collegiate **Mandala Art Competition**” for **Non-teaching staff** of the college and Indradhanu Cluster of colleges was organized in February 2021

Calendars of posters prepared by students for each Literacy year are developed as mementos for gifting to dignitaries, guests and invitees to the institute. Each year the information Brochure has information declaring the theme to all stakeholders.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

Abiding to the seven Criteria of NAAC and imparting quality education as the prime motive of IQAC, the success of the college lies in the system of committees, cells and clubs which work round the year to incorporate and add quality and value along the lines laid down by our National commission on higher education. The diversity of the staff and students bears ample testimony to a unity despite diversity. A number of cultural, academic and sports events are regularly organized in competition with other institutes of the region. Even at the time of COVID - 19 pandemic the faculty and students of the college updated themselves with online teaching and learning mode. Special workshops and training programs were organized to train the faculty members the new teaching pedagogy resulting into sustained education in pandemic period. The college is also progressing towards incorporating National Education Policy as directed by RTMNU in curriculums from session 2022-23.

Concluding Remarks :

Lady Amritbai Daga College for Women of Arts, Commerce and Science and Smt. Ratnidevi Purohit College for Home – Science and Home – Science Technology is committed to women’s empowerment through access to higher education. The college is able to maintain and fulfill the Vision and Mission in a dynamic manner, changing with the times and keeping pace with the developments in higher education without losing sight of its main focus on empowering women. The empowerment is through education, awareness, employability, economic independence and liberal thinking and liberal thinking along with the development in its culture of a commitment towards excellence. Community Engagement and sensitization projects were developed with combined efforts of faculty members and students during and post-pandemic period of COVID-19. Remote working increased the utility of digitalization in academics, administrative process, communication, and has given a chance to unlearn, learn and relearn to all, leading to a more pronounced positivity towards the new National Education Policy which has now become a well understood concept that shall gain momentum in coming years in this multi-faculty lead institution of a cluster of colleges in central India and a multi-faculty college recognized to have a potential for excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has updated the data as per the documents provided by the HEI</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>19</td> <td>14</td> <td>9</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>18</td> <td>17</td> <td>9</td> <td>7</td> </tr> </tbody> </table> <p>Remark : As per documents provided by the HEI</p>	2020-21	2019-20	2018-19	2017-18	2016-17	1	19	14	9	7	2020-21	2019-20	2018-19	2017-18	2016-17	1	18	17	9	7
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	19	14	9	7																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	18	17	9	7																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>796</td> <td>764</td> <td>280</td> <td>271</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>796</td> <td>764</td> <td>280</td> <td>271</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	37	796	764	280	271	2020-21	2019-20	2018-19	2017-18	2016-17	37	796	764	280	271
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37	796	764	280	271																	

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
85	85	85	62	57

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
30	25	25	25	17

Remark : HEI has not provided the required documents. HEI needs to consider only the course that include experiential learning through project work/ field work/ internship as per the university syllabus only.

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

1.3.3.1. Number of students undertaking project work/field work / internships

Answer before DVV Verification : 413

Answer after DVV Verification: 413

1.4.2 Feedback process of the Institution may be classified as follows:

Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website

2.1.1 Average Enrolment percentage (Average of last five years)

2.1.1.1. Number of students admitted year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

3133	3003	3237	3145	3160
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1014	1200	1292	1304	1288

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4956	4956	4950	4950	4950

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1680	1680	1680	1680	1680

Remark : As per the documents provided by the HEI.

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
646	763	689	722	763

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
646	763	689	722	763

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3.1. Number of mentors

Answer before DVV Verification : 78

Answer after DVV Verification: 78

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 1441
 Answer after DVV Verification: 1363

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	3	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	3	0

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

3.1.2.1. Number of teachers recognized as research guides

Answer before DVV Verification : 11
 Answer after DVV Verification: 1

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	3	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	3	0

3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	3	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	3	2	1

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years

Answer before DVV Verification : 39

Answer after DVV Verification: 07

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 26

Answer after DVV Verification: 1

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	14	19	18	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	13	15	18	01

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	0	02	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	0	00	01

Remark : DVV has updated the data as per the documents provided by the HEI

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
08	32	15	08	09

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	32	15	9	4

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
09	412	359	1738	417

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
59	616	1874	712	200

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
62	33	160	139	82

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	15	20	20	15

Remark : HEI has not provided the letter of collaboration. DVV is not able to verify the data.

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	4	3	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	4	3	2

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 45

Answer after DVV Verification: 45

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3036185	2734899	6210718	1204536	1831249

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

30.36	27.3	62.10	12.04	18.31
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4.2.2 **The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

4.2.3 **Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
501653	309464	1285244	504052	534636

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5.01	3.09	12.85	5.04	5.34

4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : A. 750 MBPS

Answer After DVV Verification: A. 750 MBPS

4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

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)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4787903	6875854	9850437	8833371	8695640

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
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47.87	68.75	98.5	88.33	86.95
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5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
751	1452	2318	979	1372

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
751	1452	2318	979	1372

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	8	9	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	8	9	3

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has updated the data as per the documents provided by the HEI

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1212	994	889	672	1012

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1212	994	889	672	1012

5.1.5 The Institution has a transparent mechanism for timely 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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.2 Average percentage of students progressing to higher education during the last five years

5.2.2.1. Number of outgoing student progression to higher education during last five years

Answer before DVV Verification : 544

Answer after DVV Verification: 250

Remark : HEI has not provided sufficient and required documents demanded by the DVV. DVV is not able to verify the data

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

5.3.1.1. 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) year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

19	32	22	18	05
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19	32	22	18	05

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

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
64	82	101	50	36

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
20	20	30	20	15

Remark : HEI has not provided the required documents.,

5.4.2 **Alumni contribution during the last five years (INR in lakhs)**

Answer before DVV Verification : A. ? 5 Lakhs

Answer After DVV Verification: D. 1 Lakhs - 3 Lakhs

6.2.3 **Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has updated the data as per the documents provided by the HEI

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

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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
05	02	00	00	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
05	02	00	00	00

6.3.3 **Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**

6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
06	06	01	01	04

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
06	06	01	01	04

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
42	57	12	18	15

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14	15	7	9	8

6.4.2 **Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**

6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
33335.00	829175.00	2392756.00	154100.00	292980.00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.33	8.29	2.39	1.54	2.92

6.5.3

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has updated the data as per the documents provided by the HEI

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: C. 2 of the above

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has updated the data as per the documents provided by the HEI</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : D.1 of the above Answer After DVV Verification: D.1 of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1067</td> <td>1067</td> <td>1026</td> <td>933</td> <td>841</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1067</td> <td>1067</td> <td>1026</td> <td>933</td> <td>841</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1067	1067	1026	933	841	2020-21	2019-20	2018-19	2017-18	2016-17	1067	1067	1026	933	841
2020-21	2019-20	2018-19	2017-18	2016-17																	
1067	1067	1026	933	841																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1067	1067	1026	933	841																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>23</td> <td>23</td> <td>23</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>21</td> <td>21</td> <td>21</td> <td>21</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	23	23	23	23	23	2020-21	2019-20	2018-19	2017-18	2016-17	21	21	21	21	21
2020-21	2019-20	2018-19	2017-18	2016-17																	
23	23	23	23	23																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
21	21	21	21	21																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3133</td> <td>3003</td> <td>3237</td> <td>3145</td> <td>3160</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3133</td> <td>3003</td> <td>3237</td> <td>3145</td> <td>3160</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	3133	3003	3237	3145	3160	2020-21	2019-20	2018-19	2017-18	2016-17	3133	3003	3237	3145	3160
2020-21	2019-20	2018-19	2017-18	2016-17																	
3133	3003	3237	3145	3160																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
3133	3003	3237	3145	3160																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>840</td> <td>840</td> <td>840</td> <td>840</td> <td>840</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>840</td> <td>840</td> <td>840</td> <td>840</td> <td>840</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	840	840	840	840	840	2020-21	2019-20	2018-19	2017-18	2016-17	840	840	840	840	840
2020-21	2019-20	2018-19	2017-18	2016-17																	
840	840	840	840	840																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
840	840	840	840	840																	

2.3	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1094</td> <td>863</td> <td>888</td> <td>879</td> <td>861</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 461 986 573"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1108</td> <td>877</td> <td>881</td> <td>871</td> <td>840</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1094	863	888	879	861	2020-21	2019-20	2018-19	2017-18	2016-17	1108	877	881	871	840
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2020-21	2019-20	2018-19	2017-18	2016-17																	
1108	877	881	871	840																	
3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 734 986 846"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>78</td> <td>89</td> <td>97</td> <td>89</td> <td>96</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 925 986 1037"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>74</td> <td>84</td> <td>93</td> <td>84</td> <td>92</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	78	89	97	89	96	2020-21	2019-20	2018-19	2017-18	2016-17	74	84	93	84	92
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78	89	97	89	96																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
74	84	93	84	92																	
3.2	<p>Number of sanctioned posts year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1196 986 1308"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>138</td> <td>138</td> <td>138</td> <td>138</td> <td>128</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1386 986 1498"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>138</td> <td>138</td> <td>138</td> <td>138</td> <td>128</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	138	138	138	138	128	2020-21	2019-20	2018-19	2017-18	2016-17	138	138	138	138	128
2020-21	2019-20	2018-19	2017-18	2016-17																	
138	138	138	138	128																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
138	138	138	138	128																	
4.1	<p>Total number of classrooms and seminar halls Answer before DVV Verification : 45 Answer after DVV Verification : 45</p>																				
4.2	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1818 986 1930"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>7507162</td> <td>10665832</td> <td>17872007</td> <td>14080341</td> <td>11968166</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 2009 986 2076"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	7507162	10665832	17872007	14080341	11968166	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
7507162	10665832	17872007	14080341	11968166																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

75.07	106.65	178.72	140.80	119.68
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4.3

Number of Computers

Answer before DVV Verification : 200

Answer after DVV Verification : 200