



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**DR. AMBEDKAR COLLEGE, DEEKSHABHOOMI,  
NAGPUR**

DEEKSHABHOOMI, LAXMI NAGAR  
440010  
[www.dacn.in](http://www.dacn.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2023**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

The institution is run under the aegis of Param Poojya Dr. Babasaheb Ambedkar Smarak Samiti, Deekshabhoomi, Nagpur. It is situated at the sprawling premises of the Holy Deekshabhoomi, a historic place where Dr. Ambedkar, Chief Architect of the Constitution of India embraced Buddhism in 1956. The momentous event witnessed by millions has been marked in the global history with great significance. Late Padmashri Dadasaheb Gaikwad (Founder President of the Trust) Late Shri R S Gavai, Ex- Governor of Kerala & Bihar (President-1972 to 2015) and Late Shri. Sadanandji Fulzele (Ex-Deputy Mayor of Nagpur Municipal Corp.-1952) shouldered the concern of the entire actions as instructed by Dr. Ambedkar in 1956.

To commemorate the vision of Dr. Ambedkar, a Trust 'Dr. Babasaheb Ambedkar Smarak Samiti' was established in 1958 that later founded this institution (DACN) in 1964. At present Hon'ble Bhadant Arya Nagarjun Shurei Sasai is the President from 2015. After the untimely demise of Shri Sadanandji Fulzele (Secretary of Trust-1963 to 2020) Dr. Sudhir S. Fulzele is Secretary.

The institution now has 59 glorious years of experience in imparting affordable quality education in the faculties of Arts, Commerce, Science and Law. The college offers 6 undergraduate, 12 postgraduate, 5 doctoral programs and 1 Postgraduate Dip. added gradually over the years since establishment. DACN is accredited with 'A' Grade by NAAC in the previous (Third) cycle and has received the status of 'College with Potential for Excellence' awarded by UGC in 2010. DACN is blessed with a workforce of dedicated, faithful & efficient teachers in all faculties. DACN has established a number of healthy and best practices that have been institutionalized over the years through continuous implementation which has contributed to academic excellence and a noteworthy status in central India. DACN strives to sharpen the acumen of the students, ignite their intellectual curiosity and equip them to take charge of their future prospects.

With its uncompromising standards of distinction, DACN is not only committed to imbibe the highest professional skills preparing the students for a competitive 21st century, but also to make them sensitive to the demands of social justice, pluralism and equality.

### **Vision**

To develop the institution into a premier learning center to produce diligent and ethically responsible professionals contributing significantly to a comprehensive socio- economic development of the society.

### **Mission**

To institutionalize practices that create a conducive environment facilitating multidimensional growth of students to become capable of meeting societal and global needs.

### **Objectives**

- Foster academic programs that enhance knowledge, promote innovation, and cultivate core

competencies such as analytical abilities and creative thinking.

- Ensure equitable access to high-quality education, supporting underprivileged and specially-abled learners to achieve their educational aspirations.
- To nurture a scientific attitude, temperament, and culture among students, equipping them to thrive in a scientific and technological world.
- To provide a rewarding environment that upholds constitutional values and the legal framework, championing justice for all.
- Instill essential skills that prepare students for productive employment, entrepreneurship, and holistic development.
- Enhance the capacity of the teaching fraternity by promoting creativity, adaptability, and collaboration.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Location of the Institute at the heart of the city with excellent academic reputation makes it a most sought-after institute for admission for Science, Commerce, Arts and Law.
- Committed management with proper vision, decentralized work culture and collective decision making.
- Has a special face of catering to the masses especially to the needy and marginalized section of the society.
- Recognized as College with Potential for Excellence status (CPE, 2010) by UGC.
- 12 post graduate and 5 doctoral programs.
- Functioning of associations and clubs to foster the creativity and imbibe a sense of social responsibility, environment consciousness and community awareness.
- Transparent admission process and e-governance.
- Skill development programs like Unnati, Entrepreneurship development for developing various skills and competencies to cater to holistic development of students.
- Incubation center to support innovation and start up ideas.
- *Sanvedana Cell to take special care of Divyangjan and students with special needs.*
- Legal Aid Cell for providing free legal counsel and awareness to needy and poor sections of the society.
- Meritorious positions secured by students in university examinations.
- The only institute in India to bag Outstanding American Chemical Society, (Washington) International Student Chapter Award consecutively for four years, 2019,2020,2021 and 2022.
- Effective mentor-mentee system and concern for slow learners.
- Commendable positions in various sports and cultural competitions year after year.
- Active engagement of student community especially the NSS and NCC wings in social outreach and extension programs such as Adoption of villages, blood donation camps, food distribution for needy, soil testing for farmers, first aid training, health awareness survey etc.
- Accreditation and recognition by Agencies like NIRF, ARIAA and IIC.
- Representation by a large number of faculty members in Board of Studies (RTMNU) contributing to curriculum design and evaluation mechanism.
- Excellent sports facilities for indoor and outdoor games & well equipped gymnasium.
- Proactive Career and Placement cell for students.
- Student feedback is analysed and used for improvement in all processes.
- DEEP and Echo magazines showcasing talents of the student community at large.

## **Institutional Weakness**

- Being an affiliated college, dependence on university for updation and timely reforms in curriculum.
- Delayed sanction of posts and recruitment of teaching and non-teaching staff by the State Government affects a few operations.
- Inadequate faculty research in terms of high impact journal publications.
- A lack of space is a major hindrance in starting new courses and creating sufficient space for research activities.
- Limited funds to keep abreast with the latest developments in research.
- The potential for academy-industry linkage is partially explored due to unwillingness of industries in the city.
- Need for hostel accommodation for students.
- Conducting University Examination at college level for odd semesters engages teaching and non-teaching thereby affecting regular teaching.
- Faculty Exchange and Student Exchange programs are minimum.
- Inadequate representation of students in public sector services and entrepreneurship.
- Limited revenue generation through research and consultancy work.

## **Institutional Opportunity**

- Establishment of incubation centres and more thrust for entrepreneurship development.
- Conducting more certificate/ diploma programs and add-on courses.
- Recognition of additional research centres.
- Facilitate the mentoring of NAAC accreditation aspirant institutions.
- Enhance the physical, academic and support facilities in the college for the differently abled.
- Scope for enhanced alumni engagement in academic and extension activities
- Organise academic enrichment sessions of foreign experts through online mode.
- Scope for funded faculty-research projects at national and international levels.
- Maximise the sharing of resources and increase collaboration with external agencies including the private sectors.
- Skill enhancement programmes for enabling new age learners.
- Collaborations with Govt. Depts / NGOs for social internships.

Vocational and value added training programs for students.

## **Institutional Challenge**

- Maintenance of academic quality when the ratio of permanent to temporary/Ad-hoc Faculty is steadily decreasing (Many teachers retiring in the next 3 years).
- Generation of meaningful research with the existing workload requirement mandated by the government.
- Providing paid leaves to attend skill enhancement programmes at other Universities.
- Generation of a corpus fund for development works.
- Competing with institutions that are privately funded with modern infrastructural facilities.
- Empowering marginal learners and girl students to flourish in the competitive environment.
- Implementation of consultancy services in all streams.

- Continuous support to students to clear various competitive examinations.
- Limited infrastructural facilities for effective implementation of academic and allied programs.
- Being an aided institution, difficulty in tapping additional funds to meet the increasing operational costs.
- Space constraint for expansion.
- Seeking continuous support from the Alumni

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The institution is affiliated with Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur (RTMNUN) and hence follows the curriculum designed by the University. There is a well-structured and equally well-monitored plan for the delivery of the curriculum which is evolved through discussion at various levels. Academic calendar incorporates schedule for various curricular, co-curricular and extracurricular activities. Faculty members participate in designing & developing the curriculum in various capacities such as Members of Board of Studies, Academic Council, etc. This allows Faculty members to participate in the framing in syllabus, revision from time to time with the changing needs of the current scenario, question paper setting, moderation and evaluation process of the University.

Efficient curriculum delivery is ensured & teachers are encouraged to use innovative teaching-learning methods to achieve the goal. Teaching-learning during Pandemic period was addressed through online modes of teaching wherein optimum usage was made of different e-teaching-learning apps such as Teachmint, Google classrooms, Kahoot, Edmodo, Google meet, zoom, etc.

Continuous Evaluation System is followed to for adopting new/modified methods of content delivery and mentoring is done for all students. Every semester 02 unit tests & 01 preliminary examination are conducted by all departments; annual programme plan and academic annual calendar includes the agenda. Periodically, classroom quizzes, presentations, seminars are held. Virtual teaching-learning techniques provide exposure to students to achieve competency in online presentations, explanations on a particular topic using digital media and communication using online apps and tools.

Several Add on/ Certificate courses on content in the syllabus and current topics are conducted. These courses bear external affiliations /collaborations and sanction from the Deptt of Lifelong Learning and Extension, RTM Nagpur Uni., Nagpur. Students also enrol for new course by NPTEL and SWAYAM; by completing such courses, learners are additionally benefitted. Special Guest lectures by experts, field workers, panel discussion and competitions for acquiring broader and in-depth perspective of academic knowledge, industry exposure, current affairs, gender equality issues, human values, environment and sustainability are conducted on regular basis.

Feedback on academic performance and ambience of the institution from various stakeholders is taken; it is followed by appropriate measures of corrections and improvement.

### Teaching-learning and Evaluation

Emphasis is given to the teaching learning specific methodologies for the enrichment of students' classroom experience and a better problem solving approaches are developed. Participative learning is one of the best

methods that is generally employed for a comprehensive classroom involvement. Practicing such methods gives a much needed exposure to the learner in all the faculties. Teachers are well versed as they are regularly trained for these methods. The connect between formal knowledge gained in the classroom and prescribed syllabus and its application in the world outside is established and learners are enabled to find out more such ways of application. Competitions and group discussions allow students to explore the inner areas of exploration where they find themselves comfortable and knowledge sharing happens in a systematic manner. This additionally helps them all to look into the aspects of personal as well professional growth. ICT tools such as google classrooms have helped the students a lot to use and go familiar with the facilities available in the learning mechanism. Communication established using these tools has proven a digitised records for a better and real time assessment also. Many other programmes such as workshops, seminars, virtual labs such as Labster software have added much value to the pedagogy. Higher order thinking and diversification of knowledge is seen among students in their presentations made on particular topics. This allows teachers to judge them better than the formal assessment procedures. Programmes Outcomes, Course outcomes are predefined and that has served a greater purpose of planning lectures simultaneously allowing students to have an objective approach to learning. Having been acknowledged to the outcomes, the learners have definitely aligned themselves also to specific areas of subject matter and delivery in the classrooms. Internal and External assessment is taken seriously to find out the effect of methods used for teaching-learning as well and in turn benefitted the institution to go for modified versions of teaching learning. A continuous looking into the changes in the prescribed curriculum and possible changes in classroom practices has brought in time-tested methods for better results.

### **Research, Innovations and Extension**

Dr. Ambedkar College, Nagpur has emerged as a trailblazer in the realms of research, innovations, and extension, propelling the institution's growth and making a significant impact on the community it serves. Rooted in a firm commitment to fostering academic excellence, promoting innovation, and actively engaging with society, the college's initiatives in these domains have garnered praise and recognition. Over the past five years, the college successfully raised a total fund amount exceeding 31 lakh rupees through endowments and international grants (ACS, US).

Research has become a cornerstone of the college's academic fabric, with a strong emphasis placed on cultivating a vibrant research culture. Faculty members and students are encouraged to embark on research projects spanning diverse disciplines, ranging from the sciences to the humanities. To facilitate focused research and encourage interdisciplinary collaboration, the college has established research centers in key areas of science, and humanities, with active involvement of its faculty members even in the areas of social sciences and applied sciences that serve as dynamic hubs of intellectual exploration. The college's faculty members are actively encouraged to disseminate their research findings through publications in reputed journals and participation in national and international conferences.

The college also nurtures a culture of innovation and entrepreneurship, instilling in students the mindset to think creatively, develop novel ideas, and transform them into practical solutions. MoE, GoI recognised IIC, Incubation center and ED cell have been established to foster and support the spirit of innovation among students, providing them with the necessary guidance and mentorship to turn their ideas into reality.

Dr. Ambedkar College actively participates in extension activities that bridge the gap between academia and society. Through a range of outreach programs viz. Health camps, awareness campaigns, literacy drives, and skill development workshops organized in collaboration with local organizations and NGOs, the college

addresses societal issues with students and faculty is actively involved in these endeavors. By fostering a research-oriented culture, promoting innovation, and actively engaging with the community, the college serves as a catalyst for positive change, leaving an indelible mark on both academia and society at large.

### **Infrastructure and Learning Resources**

A priority based attention is given to the Teaching-learning facilities, IT facilities, Library, Student support services, Sports, etc. 48 well ventilated and illuminated class rooms are available; Science Labs are equipped with Smart Boards; modern laboratories for Botany, Zoology, Physics, Chemistry, etc. English Language Lab, Commerce Lab, Computer are functional.

Adequate number of labs for Computer Science, Computer Application, Information Technology, Bioinformatics; Law deptt are available. Spacious libraries with Reading Room facility; Mini Auditorium equipped with audio Visual System and 01 Seminar room in the Law building with LCD facility is functional.

04 Research Centers in Chemistry, Biochemistry, Physics and Law with separate spaces have earned excellent registrations.

Central library is equipped with INFLIBNET, Shodhganga and Shodhgangotri and a huge collection of text books, reference books, dictionaries, encyclopedias, Journals and Periodicals for all subjects; a large repository is available in e-format.

10 Computers for Internet service to students; 02 for Reference Section and 01 for NVDA (Software for Blind Students); RFID Tags to Books with Antitheft Technology Pedestals are installed at the main entrance.

02 big auditoriums; 1)Adv. Dadasaheb Kumbhare Hall in the main building has a 450 seat capacity and 2) Dadasaheb R. S. Gavai Auditorium with 550 seat capacity with an additional screen for 200 seats; 02 mini auditoriums for guest lectures/seminars are functional.

Examination Control Room with 02 computers, 1 copier machine and high bandwidth internet connectivity is operational. Teacher's Staff Room and departmental spaces are updated; 01 Girls' Common Room; 01 Museum by Deptt. of Physics; 02 canteens; 01 IQAC room; Employment and Career Guidance Cell; Psycho-Social Counselling Cell have distinct spaces. Haematology and Sickle Cell detection centre; Classroom-Ramps and 01 elevator for Physically Challenged students are available.

An extensive and fully maintained playground for playing Cricket, Football, Lawn Tennis, Volleyball Archery, Throw Ball, Kabaddi and KhoKho; Indoor game facilities for Table Tennis, Yoga, Aerobics, Chess and 2 well equipped gymnasiums are managed by Sports Academy of the college. Services for maintenance are hired by the institution from time to time. Purchase committee finalizes most of the works in consultation with HoI.

### **Student Support and Progression**

Student support is offered at academic, social-economic levels; financial assistance at different government/non-government/philanthropy modes is a regular feature; capacity building and skill development programmes in various relevant categories; guidance and counselling regarding various competitive examinations towards better and benefitting career options are provided; students' grievances are addressed by a special cell in a

transparent manner. The administration section processes and helps for realisation of more than 90 applications for Post Matric scholarships, National Scholarship Portal; SWADHAR is a State Govt. sponsored special financial assistance for students residing beyond 25 kms from the institution; Yearly interest on Endowment fund of Rs. 5 Lakhs is distributed to poor and needy students; visually impaired students are benefitted on regular basis with scholarships from Help the Blind Foundation, Chennai; Thus, we leave minimal chance of grievance generation among student on record in last five years, but ready with full system of regulation, policy and mechanism to address them in case.

In addition to the progression to higher courses after UG and PG, they are also prepared to lead to public and private sector jobs by holding competitive examinations classes and placements accordingly. Students are encouraged through counselling and motivation sessions from time to time and there is a testimony to all these efforts put in.

In Sports, more than 130 recognitions are received by the individual students and teams of the college at different levels; regular coaching and a huge playground looked after and maintained by Dr. Ambedkar College Sports academy offers high level support to students. In addition to this, central location and connectivity by Metro and Local bus transport makes it a preferred choice for all the courses.

Students from the Law course are given regular exposure with the help of Moot Court Competitions, Law Vision (annual festival); Judges and senior advocates guide the students on special programmes held throughout the year. Alumni of the college at different positions in public and private sectors, scientific companies, manufacturing industries, administration visit the college and their resourfulness is explored in a well-designed manner. All subject forums and special cells have student representatives to develop their organisational skills.

### **Governance, Leadership and Management**

There is a marked visibility in realisation of vision and mission of the institution. The educational environment made available to learners is full of opportunities and growth prospectus; this is achieved by following a proper design and roadmap for institutional practices that are integrally connected with the futuristic development of the learners on campus.

Annual plans of the departments and academic calendar drives the scheduled curricular, co-curricular and extra-curricular activities. Committees and Cells for various areas of academic as well as personal growth of students headed and participated by teachers with a conscious face of gender equality provide the institution with best plans and resultants. The Management Committee of the institution monitors every part while allowing a free and fair hand for operation by employees thus practicing decentralised practices of governance in the institution.

Infrastructural and economic support academic, cultural and sports events is provided by the management. The College Development Committee encourages and monitors all such activities. New Add-on, Bridge and Certificate courses are conducted for students to meet the market needs. IQAC acts as a liaison between the staff and the Principal. Decentralized and participative management is seen in all the domains. Transparency is maintained in appointment of all staff members and promotions whenever required. The norms and guidelines formulated by Government rules, UGC regulations and management standards are followed for the appointment of teaching and non-teaching staff. Only after a proper screening of documents and proofs of academic enrichment and suitable eligibility; Management, HoI and IQAC processes CAS promotions of teachers. Teachers attend capacity building programmes for enhancing the timely upgraded skills. The competencies of



teachers are further recognised by appointing them as coordinators of different committees and cells.

Employees' Credit co-operative society provides hassle-free loans to teaching and non-Teaching staff as members. Staff council felicitates retiring staff members for their services. Govt. schemes are sanctioned and processed for applicant employees by the admin office. FIPs and Maternity/paternity leaves are granted as per UGC guidelines.

Financial assistance from government is used to conduct grant-in-aid course. A few courses are run on non-grant basis.

### **Institutional Values and Best Practices**

A much needed attention is given to realise the vision and mission statements as well as objectives set by the college in the domains of creating ethically responsible professionals, a conducive environment facilitating multidimensional growth of students and supporting high quality, affordable education to learners from underprivileged & specially-abled groups. A lasting impression is carried on teaching learners the ethics of gender equity, social responsibility, environmental consciousness and inclusion.

The institution promotes an environmental-friendly campus and encourages students and faculties to inculcate habits that benefit the environment and human society. Multiple measures have been initiated by the College to promote gender equity among students and society. Green audit and energy audit is conducted and facilities for waste management and proper energy management are ensured.

A truthful system contributing to respect diversities of culture, region, language, community, economy, and society as well as equal treatment is in practice. The administration and policies are based on the principle of inclusivity. Students from semi urban, rural and tribal areas belonging to different socio economic strata reflect diversity and inclusion maintained by college. The college has the highest number of visually impaired students in Vidarbha region. *Sanvedana*, an equal opportunity cell ensures comfortable environment for such students.

American Chemical Society (ACS) Washington Chapter inspires young minds and lets them discover the world of science through professional development activities, outreach activities etc. Through various exciting competitions it helps to nurture scientific temperament through hands-on activities, presentations, exposure to global community etc. This benefits the members and volunteers in enhancing their learning experience and preparing them for successful careers ahead as well as in higher studies and research. ACS Chapter is our first best practice!

Unremitting actions to improve on capacity building by encouraging creativity, adaptability by the college works as a driving force. To ensure academic, mental, physical and moral well-being of the student, the college has institutionalized practices in the form of UNNATI-a personal growth and self development programme that creates conducive environment facilitating multidimensional growth of students so as to make them capable of meeting the societal and global needs and thus it becomes the second best practice of the institution.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. AMBEDKAR COLLEGE, DEEKSHABHOOMI, NAGPUR
Address	Deekshabhoomi, Laxmi Nagar
City	Nagpur
State	Maharashtra
Pin	440010
Website	<a href="http://www.dacn.in">www.dacn.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. Mrs. B. A. Mehere	0712-2955785	9860431885	-	principal.dacn.edu@gmail.com
IQAC / CIQA coordinator	Dr. Mrs. Deepa Panhekar	0712-2955786	9422116344	-	deepa.panhekar@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	04-06-2002	<a href="#">View Document</a>
12B of UGC	04-06-2002	<a href="#">View Document</a>

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
BCI	<a href="#">View Document</a>	05-08-2022	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	23-03-2010
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	Deekshabhoomi, Laxmi Nagar	Urban	8	2593.87

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Biochem Biotech Chem Comp Sci Zoo Phy Bot Elec Math Stat Eng Supp Eng Hindi Marathi	36	HSSC	English	960	906
UG	BCom,Commerce	36	HSSC	English,Marathi	960	840
UG	BA,Eng Elt Mar Mlt Eco His Pol Sci Soc Psy Amb Tht Pali	36	HSSC	Marathi	560	483
UG	BCA,Computer Application	36	HSSC	English	360	360
UG	BA LLB,Law	60	HSSC	English	300	284
UG	LLB,Law	36	GRADUATE	English	360	360
PG	MCom,Commerce	24	B COM	English,Marathi	320	320
PG	MSc,Chemistry	24	B SC	English	44	44
PG	MSc,Computer Science	24	B SC	English	44	44
PG	MSc,Physics	24	B SC	English	44	44
PG	MSc,Biochemistry	24	B SC	English	44	40
PG	MSc,Biotechnology	24	B SC	English	44	44
PG	MA,English	24	B A	English	160	89

PG	MA,Economics	24	B A	Marathi	160	84
PG	MA,Marathi	24	B A	Marathi	160	100
PG	LLM,Law	24	LLB	English	50	50
PG	LLM,Law	24	LLB	English	50	50
PG	LLM,Law	24	LLB	English	50	50
PG Diploma recognised by statutory authority including university	PG Diploma, Nanoscience And Nanotechnology	12	M SC ANY	English	20	10
Doctoral (Ph.D)	PhD or DPhil ,Chemistry	72	M SC	English	20	7
Doctoral (Ph.D)	PhD or DPhil,Physics	72	M SC	English	20	12
Doctoral (Ph.D)	PhD or DPhil ,Biochemistry	72	M SC	English	20	5
Doctoral (Ph.D)	PhD or DPhil,Law	72	LLM	English	20	19

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				87			
Recruited	0	0	0	0	0	0	0	0	17	16	0	33
Yet to Recruit	0				0				54			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	8	7	0	15
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						92
Recruited	27		12		0	39
Yet to Recruit						53
Sanctioned by the Management/Society or Other Authorized Bodies						17
Recruited	12		5		0	17
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	7	0	1	3	0	5	4	0	28
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	1	0	2	1	0	5
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	18	8	0	26
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	13	28	0	41
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

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

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



<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	1432	19	0	0	1451
	Female	1807	9	0	0	1816
	Others	0	0	0	0	0
PG	Male	316	12	0	0	328
	Female	668	5	0	0	673
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	7	0	0	0	7
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	17	0	0	0	17
	Female	26	0	0	0	26
	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	557	529	611	627
	Female	603	628	724	793
	Others	0	0	0	0
ST	Male	91	91	120	124
	Female	74	101	159	152
	Others	0	0	0	0
OBC	Male	470	440	549	540
	Female	689	700	808	763
	Others	0	0	0	0
General	Male	403	378	398	374
	Female	649	590	596	554
	Others	0	0	0	0
Others	Male	121	155	177	176
	Female	150	179	209	223
	Others	0	0	0	0
Total		3807	3791	4351	4326

**Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Since the declaration of New Education Policy (NEP) Higher Education Institutions have been organising various sensitization programmes and faculty members of the college wholeheartedly participated into many of such events. It includes online as well as offline participation. As the college is affiliated with RTM Nagpur University, Nagpur, there is a compulsion of following the curriculum and methods of assessment prescribed by the parent university. We achieve interdisciplinary and multidisciplinary objectives through various inter-departmental programs such as seminars and workshops. IQAC has put in commendable efforts to understand the modalities in implementation and execution of the</p>
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NEP 2020 at academic and administrative level, for which we conducted workshops to have a platform for discussion with renowned experts in different domains. One such workshop (online) was conducted along with IIC, MoE, GoI (26th September 2021); another such programme was organised on capacity building (29th October 2021) for the in-house faculty members. We have also initiated collaborative research projects and interdisciplinary workshops as a part of institutional annual program plan. For the past 10 years, we have successfully run a Post Graduate Diploma in Nanoscience, a joint effort between the Department of Chemistry and Physics. The Chemistry and Botany departments undertake student research projects in Phytochemistry, and in the 'Lab to Land Project', students collaborate with the Agricultural College, Nagpur to perform soil testing. Students are sent to National Environmental Engineering Research Institute (NEERI) for giving them exposure and acquaintance with the sophisticated laboratories. This also serves a bigger purpose of connecting with interdisciplinary research areas. So far as institutional multidisciplinary approaches are concerned, there are certificate courses on Indian Languages such as Pali-Prakrit offered to all the students across all disciplines; and certificate course in Basic Mathematics for students in Humanities which in turn helps them to develop aptitude for competitive examinations by public and private sectors. We are enthusiastically exploring further collaborations within and outside the departments and institutions to align with NEP guidelines. The parent university is working with several criteria and once guidelines are finalised for affiliated colleges, the institution will implement the plan of action for interdisciplinary education by active engagement of stakeholders.

2. Academic bank of credits (ABC):

As a mandatory requirement for NEP, the Ministry of Higher and Technical Education, Government of Maharashtra has communicated with all Vice Chancellors to develop a roadmap for the effective implementation of the Academic Bank of Credit. Students in the institution are instructed and are given templates and presentations on how to create individual ABC ID. A larger number of students have already submitted data onto this. Meanwhile, we are raising awareness among students about the ABC and

	its benefits through various programs.
3. Skill development:	<p>We believe that skilled students possess the ability to work effectively and efficiently. Our college offers programs to fulfill the demand for a skilled workforce in both the public and private sectors. Through various cells, clubs, associations, co-curricular and extra-curricular activities, we aim to develop life skills among our students. Unnati, A personality and skill development program which is in collaboration with Vidarbha Industries Association (VIA) is running successfully since 2002. In addition to specific course outcomes, we provide multiple opportunities for students to enhance their skills through add-on courses, certificate programs, and workshops. To enhance the employability of our graduates according to current industry requirements, we have signed Memoranda of Understanding (MOUs) with various associations. These MOUs facilitate the implementation of certificate and add-on programs such as Communication Skills, Verbal proficiency, Applied Criminology and Criminal Psychology, Business Analytics, CPBFI, CRISPR, Insolvency and Bankruptcy Code. MOUs with Industry are signed in order to provide hands on training, internships, research guidance, etc. Linkages are established with CSIR- NEERI (National Environmental Engineering Research Institute,) Nagpur for collaborative PG dissertation projects. International Collaboration with NCHU, Taiwan and affiliation with American Chemical Society, Washington for ACS Student chapter gives global exposure to students. Furthermore, since a decade, Entrepreneurship Development Cell has been empowering students to become job providers rather than job seekers. Additionally, we take pride in having two student-managed campus chapters associated with international academic and research agencies like the American Chemical Society and Seeding Labs, US. Local and Global competence is developed among students from all the strata and levels of intelligence.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The location of the institution is at a place from where social reforms in education, politics, education and religion were put in vibrant motion. The entire nation witnessed the same and the institution is honestly putting in every effort to connect the young generation with the pathways to be followed and new</p>

to be created. Of course, this is not possible unless the knowledge stock in India is being purposefully considered. The college offers education in all the four faculties of Humanities, Commerce and Management, Science and Technology and Interdisciplinary Studies. While all the teachers deliver prescribed content by the University, it is pedantically observed that every chapter and section is connected to the roots of Indian treasure of knowledge. Teachers are sensitized towards adopting a content that gives the learners a brilliant idea and conceptual familiarity with an extraordinary knowledge already available within the traditions of the land. Teaching Marathi Language is compulsory for Humanities for all the six semesters and literature as optional subject helps to proliferate the richness of local culture and traditions of life in Maharashtra. 'Marathi Bhasha Gaurav Diwas' (Celebrating the rich heritage of Marathi Language) is done every year on 27 February. This is the Birth Anniversary of late V. V. Shirwadkar-popularly known as Kusumagraj who was a recipient of Sahitya Akademi Award (1974), Padma Bhushan (1991) and the Jnanapith Award in 1987 in Marathi Language and Literature. Yatra is a special programme arranged by the college for all the students wherein they are virtually taken on a tour of heritage places with a resource person mostly belonging to the areas of ancient culture, history and architecture. Nagpur city was founded in 1702 and now being more than 320 years old, offers various places in vicinity for this programme. Annual socio-cultural gatherings showcase the cultural as well as folk based traditions and values. Pali language was a medium of communication and scripting since (29-17 B.C.), the college has been offering undergraduate studies in Pali-Prakrit since its establishment in 1964.

5. Focus on Outcome based education (OBE):

The institution focuses on an Outcome-Based Education system (OBE). While the university frames syllabi for all courses, many teachers actively participate in the process of updating university curricula to align with the latest knowledge requirements. Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) submitted and evaluated by teachers jointly per subject are displayed on the college website. Feedback from industry and stakeholders also helps

	<p>refine the POs and PSOs. The Internal Quality Assurance Cell (IQAC) takes further steps to revamp the entire procedure to monitor and emphasize the importance of OBE. Teaching-learning methodologies are designed to emphasize learning outcomes, and assessment &amp; evaluation methods include oral tests, seminars and group discussions. We propose and implement activities for students with specific mention of desired outcomes. Teachers attend training programmes organized by HRD Cell of the college and gain appropriate agenda to put in practice so that learning experience of the students is enhanced and made fruitful.</p>
<p>6. Distance education/online education:</p>	<p>Dr. Ambedkar College has become the only college in central India to subscribe to the Labster platform, offering students online practical training experiences in Biological, Chemical and Physical Sciences. Recognizing the significance of distance education/online education, we have taken steps to create and offer certificate courses designed specifically for remote learning. We have introduced a University Approved 2-Credit Course called 'CRISPR for ALL', which provides recorded and practical sessions for home-based education. This flagship course offers a complete learning experience, from fundamental to advanced levels, with online access to resources at preferred time. In addition, many faculty members have their own YouTube channels to cater to the needs of students of going through the content whenever they wish. Faculty members have been given several resourceful programmes on developing e-content and a few modules on certificate courses on fundamentals of subjects are being finalised. Using platform like Moodle is in practice.</p>

### **Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The college has appointed NSS Programme Officer as the Coordinator for a Special Cell / Committee that looks after the Election/Electoral related awareness activities among students in the college. The institution supports activities planned by the coordinator in consultation with the teachers and students as members of the Cell. Teachers and</p>
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	<p>students jointly plan outdoor activities in the nearby residential areas. Letters / posters are sent regularly by the District Collectorate for popularising and raising awareness among students which are showcased and distributed by the committee members in general.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>There is a committee comprising of teachers from different departments and students from diverse faculties which is approved by the Head of the Institution. Reports of activities are submitted to the Head of the Institution and Coordinator of IQAC.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Students other than committee members are motivated to join popular programmes in the campus as well as in vicinity and their participation is monitored by the faculty members. Students also contribute posters and slogans so as to sensitize people towards the process of election, fair and transparent mechanism adopted by the Election machinery at district admin level. Social media is used to popularise the same. Since electoral process with administration is highly confidential, students are not allowed to participate in a direct manner. However, assembly meetings are open for students and they are taken for a formal visit following due permissions from appropriate authorities.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Street-plays are a popular media type and impresses largely mixed populace at any given point of time. The college has scripted a Street-play in the year January 2020 and it was staged at various places in the city. Lokshahi Pandharwada (Awareness Programme for Democratic Values for Two Weeks as declared by the District Collectorate Office, Nagpur) A detailed report is available with the coordinating faculty member.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The number of students who are not registered as voters is very less as most of the students seeking admission to different higher education courses are well upto and above 18 years of age. A miniscule number of students are not found to have been registered as voters, may be because of partial negligence of their own. The student members place banners reflecting importance of elections and election procedures at prominent places, visits classrooms at free hours and appeals students for registration as voter. Information on availability of</p>

machinery regarding the same is shared with students by volunteering students also. Special camps for registering students as voters are held by the District Collector Office in the college following a proper schedule. The Cell in the college supports working of such camps and necessary popularisation is ensured.



## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4326	4351	3791	3816	3820

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 74

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
66	66	67	69	69

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
363.10	183.19	318.63	383.18	400.47

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

##### **Annual Programme Plan and Academic calendar**

The institution on strictly basis follows academic calendar every academic session. Each year, all departments prepare an annual program plan (APP) with activities involving student participation in extra-curricular and co-curricular activities for their aggregated development. Activities are required to be at par with educational excellence expected in higher education and keeping in mind the new trends and demands of the students. Teachers prepare a teaching-learning plan which includes the detail planning of their classroom teaching including practical sessions and course outcomes. Proposed activities in APP and teaching plan are monitored by the HoD, IQAC and the Principal. APP also includes time line for internal assessment process. Time-table committee meets to consider changes, if any, suggested by teachers and principal and final draft is prepared; Care is taken to justify proper allocation of time and space for all the subjects as per directions issued by the parent university from time to time. Academic plans are regularly published on college website and popularization is made using social media groups with students. Records of every happening are maintained including a proper notice signed by HoI, HoI & IQAC whenever required.

##### **Continuous Internal Assessment**

At the beginning of new session, most of the departments conduct an aptitude test for first semester students. Based on their performance, slow and advance learners are identified. Remedial classes and repeat tests are conducted during tutorials for slow learners. Advance learners are asked to refer advance books, guided to participate in University/State/ National level seminar, quiz, presentation, etc.; winner students and teams are presented as model students/team for all that motivates other students to build themselves.

‘Deeksharambh’ a programme outlined by UGC for freshers in HEIs is organized in respective faculties. This includes a lot of exchange of thoughts and ice-breaking activities, visits, etc.; program outcomes, course outcomes, syllabi, weightage of internal and university examinations are communicated to the students during this programme simultaneously.

Continuous internal assessment is carried out through class tests and home assignments. Time table for internal assessment is displayed on college website, Google classrooms, Whatsapp groups of students, notice-boards. etc. for preliminary examinations, faculty members set question papers as per university examination pattern. Evaluated answer papers are shown to students and suggestions provided to improve their performance.

Students are also engaged in seminars, presentations, group discussions, project work, research paper writing; law students are given case studies etc. Many teachers use Google Classroom as LMS platform so that larger connect is established with students on digital content. This also allows teachers to monitor students' performance and maintain deliverables; especially during the pandemic LMS platforms proved a great support, following days were handled on hybrid mode. Continuous evaluation is practiced to realize the actual outcomes of the formal education in the institution.

Students are motivated to improve their skills and transform theoretical knowledge to practice. Inclusive learning practices benefits students from weaker sections as they are provided with equal opportunities and exposure to become globally competent.@

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 88

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.2.2

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

**Response:** 53.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
3035	1951	1970	2579	1125

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

The institution not only ensures a rich educational experience to the learners but also monitors that they are given much needed values on professional ethics, gender, etc. Several workshops and guest lectures are organized by departments and cells to meet the goals. Women Development Cell (WDC), Social Outreach Cell, Internal Complaints Committee, Anti Ragging Cell, NSS, Nature Club, etc. conduct well planned activities towards inculcating universal morals among students.

UNNATI, a Six months, personality and skill development program, is being successfully run from 2002; thousands of students are trained in soft skills. Trainers, professionals, successful businesspersons, public speakers conduct sessions on Goal setting, Leadership, Team building, Decision making, Effective public speaking, Body language, Resume writing, Interview skills, etc.

Entrepreneurship Development Cell organizes lectures by successful entrepreneurs, Govt. officers and industry leaders to instil entrepreneurship spirit among students.

Outreach programs through which students actually interact with general public are organised; Legal Aid Cell, Social Outreach Cell, Psycho-social Counselling cell, etc. have worked tirelessly all these years to create a social face of the institution. A team of teachers from every department mentors students for participation in various national, state, intercollegiate competitions.

Gender sensitization and empowerment activities are separately organised by various depts. Departments in humanities identify relevant topics in the prescribed curriculum and arrange discussions and talks for

students. WDC and NSS organize programs on women's health issues, hygiene, self-defense, etc. Women's health issues like PCOS were addressed through guest lecture by Gynaecologists.

Empowering girl students is duly taken care of where Entrepreneurship Development cell organizes hands on training programs on Cake making, Jewellery making, hand-made chocolate products, beauty salon services, wax articles, flower decoration; this motivates girls to set up their own small scale business and many have benefitted to become financially independent.

Active participation in programs such as medical camps, cleaning drives, street plays, plastic eradication drive and other voluntary activities imbibe strong value system among students. Human values are naturally acquired by students by participating in these programmes. A special handbook on Human Values entitled 'Nitibodh' is published by the College; and also made available on college website for students.

Students in all the faculties in UG-IV semester are required to appear for a paper and submit a project on Environmental Sciences. The elementary objective of this exercise is to make students aware about importance of ecosystem to human life and also value of sustainable life on the earth. Under Nature Club, students are enriched with awareness about nature, environment and sustainability at global stage. Environment Day, Water Day, Ozone Day, Wetland Day, Tiger Protection Day are celebrated and observed plantation on campus, invited lectures, poster, quiz competitions etc. are a regular feature. Green audit is undertaken under the initiative of IQAC. Special programmes are organized as and when communicated by the UGC, State Government, District Administration and various other departments functioning under Ministries.

The resultant of all these activities is materialized in the form of building a small water dam (at NSS Camp Site, Dist: Nagpur).

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 40.2

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

**Response:** 1739

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

**Response:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 87.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
1643	1534	1574	1572	1533

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

2021-22	2020-21	2019-20	2018-19	2017-18
1815	1795	1795	1795	1795

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 93.47

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



2021-22	2020-21	2019-20	2018-19	2017-18
1125	1208	1214	933	933

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

2021-22	2020-21	2019-20	2018-19	2017-18
1125	1400	1400	933	933

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

## 2.2 Student Teacher Ratio

<p><b>2.2.1</b></p> <p><b>Student – Full time Teacher Ratio</b> (Data for the latest completed academic year)</p> <p><b>Response: 65.55</b></p>
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## 2.3 Teaching- Learning Process

<p><b>2.3.1</b></p> <p><b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process</b></p>
---

**Response:**

The institution prioritizes a student-centric approach, as evident in its vision, mission, and various student-oriented activities. Faculty members are trained to use new technologies and innovative teaching methods. To enrich students' learning experiences, the college implements three primary pedagogical practices: experiential, problem-solving and participative learning. Experiential learning comprises practical learning, industrial visits, internship, training programs, case studies and student participation in competitions. Problem-solving learning engages students through tutorials, assignments, quizzes using ICT tools and applications. Certain programs within the college incorporate case studies and research projects into their curriculum. Additionally, students are encouraged to participate in minor projects, group discussions and presentations to add value to their learning experiences. Before the pandemic (2019), teachers received training on ICT tools like Google Classroom, Google Meet, Google Forms, Jamboard, Google docs and creating youtube lectures that enabled them to efficiently conduct online classes and exams during lockdown.

Deptt. of Botany and Zoology organized educational trips to places like CSBR, RTMNU Nagpur, Bor Forest Project and Krishi Fair-cum-Agro-Exhibition. Similarly, Deptt. of Biochemistry & Biotechnology arranged visits to renowned institutions such as Institute of Genetics & Hospital of Genetic Diseases and CCMB, Hyderabad, as well as an industrial trip to Hariom Biotech Agro Farming. These excursions enabled learners to move beyond the confines of the classroom and engage with the subject-based knowledge in its natural environment, bridging the gap between theory and practice. Deptt. of Chemistry also arranged visits to Sunflag Steel Plant, (Bhandara) National Environmental Engineering Research Institute (Nagpur), Clarion Drugs Ltd, and Bharat Plastics (Nagpur). These activities fostered an immersive learning experience, encouraging curiosity, exploration and a deeper understanding of the concepts being studied in formal classrooms. Field visits serve as a catalyst for personal growth, skill development and exposure to commercial application of academic inputs.

Practical learning in laboratories is added with training programs, guest lecturers from outside firms and industries.

Research-based environment for both UG & PG students is encouraged; students actively participate in departmental research activities, gaining hands-on experience. Faculty members use ICT tools & utilize popular learning management systems like Google Classroom, Teachmint, etc. By sharing lecture videos and online resources, teachers significantly contribute and enhance learning experiences of students where they gain access to a wealth of information, engage in collaborative learning, enjoy flexibility and convenience, receive real-time feedback and assessments.

Project-based learning, Inquiry-based learning, Cooperative learning develops independent thought process among students. Flipped classroom has been adopted by many teachers to make learning happen in a novel manner.

An interactive laboratory experience is provided as all instruments in science labs are equipped with a QR code that helps students to have real time information and gain insights into its working principles and applications.

Practical learning combined with ICT tools and online resources, knowledge, and opportunities for growth has reflected a noticeable change among students about internalising the knowledge content. Visit to nearby slum areas, entrepreneurship development cell and newsletters published by the college helps

students to realize their potential and advance as leaders and transforming agents of society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 77.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
87	87	87	87	87

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 84.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	56	56	57	58

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

The mechanism of internal and external assessment helps teachers to integrate the process of teaching and evaluation; to test natural skills and analytical abilities of the students; to continuously frame innovative ideas in a friendly environment; to encourage the active participation of students in self-assessment of their thinking skills; to promote inter and intra personal skills between students and teachers for effective communication and finally to co-ordinate a teacher's role as a mentor and guide. The institution monitors all these happenings in its true sense and sets standards in a transparent manner.

Teaching-learning methods adopted by the faculty members include Lecture Method, Interactive Method, Project-based Learning, Computer-assisted Learning, Experiential Learning, etc. The Teaching-learning activities are made effective through illustrations and special lectures. Lessons are taught through PowerPoint presentations to make learning interesting, besides oral presentation methods. These aspects are considered positively for internal assessment of learners.

Interactive learning is realised by motivating students' participation in group discussions, role-plays, subject—and-topic-specific-quizzes, news analysis, discussion and questions & answers on current affairs. Innovative programs stimulating creative ability of students and to improve problem-solving skills are conducted.

Aptitude test for new-comers to identify slow and advanced learners is conducted. On every unit or topic, objective/written -type tests to evaluate understanding of topic are conducted and records are maintained. Every semester, two unit tests and one preliminary exam on the respective curriculum are conducted. Assessment is done on the basis of home assignments also and internal marks for university examinations are awarded based on these assignments, attendance in the classroom and participation in college/departmental activities. For continuous internal evaluation, regular online objective and

subjective tests are also planned in the annual programme plan of every department. Guidelines for internal and external assessment supplied by the university are faultlessly followed. External assessment for practical examinations is done by examiners appointed confidentially by the university. University theory examinations are conducted as per the schedule published by the university and evaluation is done by examiners at designated spot valuation centres.

Class quizzes, situation/case study based assessment, student polls, in addition to the regular unit tests, assignments and prelims, which are usually a combination of subjective and objective questions; helps modulate and improve the teacher their subject delivery and changing the methods of assessment. Through LMS the ease of formative and summative assessment of the class has become popular practice amongst teachers. A well validated SOAR (select, organize, associate and regulate) teaching strategy is also employed by teachers. Labster program (science faculty) to deliver cutting edge updates in the field of science through simulation based practical learning and evaluation is a superb feature.

Students' grievances related to internal assessment are handled by involving subject teachers and Head of the Institution; grievances about external assessment are addressed by the Board of Examinations and Evaluation of parent university by following a proper procedure that includes students' application for posting the issue, subsequent submission of examination records with college and final relief/redressal by authorities in university.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

Outcome-Based Education (OBE) is a regular practice by the institution and there is a commendable attention provided to this practice. A higher focus is made on how these outcomes can be achieved by taking a regular review of the same where ensuring that all students possess the necessary skills and knowledge at the end of their learning journey is always at the top of everything. By shifting the focus from teaching to learning, the college aims to empower students with the abilities and competencies they need to sustain and become successful in the world outside. Practice of OBE is evident through the inclusion and display of Program Outcomes (POs) and Course Outcomes (COs) for all programs offered in the institution on college website.

These outcomes are updated from time to time as per the changes in university curriculum. Curricular and Co-curricular activities are aligned properly to achieve specific goals set on priority basis. By

adopting this approach, the college ensures that students are equipped with the essential skills, knowledge, and competencies that are necessary for their success with academics. Content delivery facilitating learning process is added with objective approaches that can be realised for every learner in the campus; it helps everyone for a suitable engagement and demonstration of understanding in the subject.

There is a special HRD cell that organises capacity building programmes for teachers of all subjects; on April 15 and 16, 2019 a workshop on OBE was resourced by Dr. Sujit Metre and Dr. Ashutosh Paturkar, Senior Faculty Members in Dr. Ambedkar Institute of Management Studies and Research, Nagpur. This workshop served as a platform for teachers to understand the principles and benefits of OBE, enabling them to align their teaching methodologies and assessments with the desired outcomes.

In the year 2019, the institution framed and displayed Program Outcomes, Program-Specific Outcomes, and Course Outcomes for all the programs offered by the institution and modifications are done as required. A larger understanding of the OBE is also achieved as several faculty members are working with university level academic committees as either members or coordinators. Moreover, during the induction and orientation programs, students are made aware of the program and course outcomes from the beginning of each semester. The college further emphasizes student-teacher engagement through regular mentoring activities, ensuring students receive personal orientation towards achieving the estimated course outcomes. Students are given liberty to post their queries to the teachers if they are not found similar to the objectives set prior. The HoI and IQAC are involved in framing of OBE policies and later monitoring is done by regular feedback from both teachers and students. A healthy dialogue among all the functionaries supports the institution to create an educational environment unlike others.

OBE provides students with an education that remains relevant and prepares them for the challenges they will face in their careers. The wholesome exercise and practice in its true sense has showcased the importance of student-centric learning and all-inclusive development of the learners on campus.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

There is a healthy mechanism of not only framing of POs and COs as per the prescribed syllabus by the parent university but also modifications and conveyance to learners is practiced by the institution. Evaluation of POs and COs is done on consistent basis where satisfaction of students learning environment is handled on priority basis. Having been given to what can be much suitable and best to the

learners, there is always a need to evaluate and update, modify the existing policies. The institution is taking fine care so that none of the policy matters go outdate.

The first display of POs and COs in 2019 on college website has motivated all the faculty members to remain bound to the specialised approaches in teaching learning and simultaneously update themselves for their commitment made towards the objectives. These outcomes served as guiding principles, outlining the desired knowledge, skills and competencies for each program and course offered. By clearly defining the expected outcomes, transparency and accountability in the education imparted to the learners is emphasised.

The global pandemic posed significant challenges, disrupting regular academic activities during the 2019-2020 session. Despite the lockdown during this period, our institution remained committed to the evaluation of POs and COs, and, the dedication to student development and attainment of anticipated outcomes remained unwavering. This was achieved by regular meetings with the HoI and IQAC via online mode. Online examinations allowed instant results of examinees and that has helped in turn to modify quickly the teaching style of teachers. A wide-ranging e-content available on internet and created by the faculty members as per the needs of the student has given expected results during pandemic. In the followed years, beyond framing and implementing, evaluation and attainment was taken up to see its realisation. Brainstorming sessions were conducted to ensure students were receiving the expected deliverables from their teachers, thereby equipping them with the necessary skills and knowledge.

One of the key features of evaluating attainment of POs and COs is tracking students' progression and placement. As a part of the employment generation and career guidance cell of the institution, data regarding student progression and placement is regularly collected and made available to the IQAC. The placement of students in industries or firms closely aligned with the fields highlighted in the course outcomes serves as a testament to their successful attainment.

In the 2021-2022, POs were modified and aligned with the vision and mission of the college, while the COs were well-defined, providing clear standards for attainment. An assessment plan was created, mapping COs and POs, and calculating attainment using a weighted system. Internal assessments carried 20% weightage while external assessments contributed 80% to the overall evaluation process. The framing and updation in the light of implementation of NEP is also kept under consideration and final guidelines from university will be thought upon for an institutional policy in such a manner that there is even superior attainment in the coming years.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 90.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
1515	1499	1132	843	847

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

2021-22	2020-21	2019-20	2018-19	2017-18
1558	1572	1152	1068	1125

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

**2.7 Student Satisfaction Survey**

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.49</b></p>	
<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 9.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
4.48	1.42	2.98	0.42	0.44

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

Even before the establishment of IIC at our institute, the department of Biochemistry & Biotechnology provided student consultancy services to nurture innovative ideas of the students. Students were motivated to come forward with their ideas and present it in front of their peers and seniors. Brain storming sessions were conducted to test the validity and innovativeness of the ideas. Post such sessions, students were guided to take their ideas to the PoC level utilizing the research laboratory infrastructure of the institute. Only handful ideas could sustain through this course of testing. Some would totally change till they reach the PoC level. Despite this practice only very few students could continue with their ideas to make it to the level of a commercial product development. Thus, by the establishment of IIC at our institute, we were already incubating a start-up called Curo Biosciences Pvt. Ltd. (Brand Name: Erly Sign, www.erlysign.com) incorporated in 2019 by alumnus of our College, Mr. Shubhendra Singh Thakur.

Now IIC contains a mixed bag of representation from experts across disciplines for holistic development of the students. We have representation of qualified experts from the Department of Biochemistry, Biotechnology, Botany, Zoology, Physics and Law, plus three student representatives and one qualified external member from clinical research industry. The institute provides expert consultation of the University recognised and qualified research supervisors working in our approved research centres. The departments of Biochemistry, Chemistry, Physics and Law have facilities for execution of high end research activities and many students are pursuing their doctoral research in these departments. The technology innovation and incubation centre was constituted under the department of Biochemistry and Biotechnology of the college and its affiliation with IIC, MoE, GoI was obtained in November 2020. At present two start-ups are being incubated at the centre. The first is Curo Biosciences Pvt. Ltd. which is a biotechnology start-up with its products in early cancer diagnosis. It is presently at market readiness level-9 and Investment readiness level-9 and has raised its seed funding and pre-series “A” investments accounting to a total of 1.45 Cr in December 2021. The second is an Agribiotech sustainable pest management company, called Neo kAgrotech LLP, is testing its product design in the laboratory and is thus at TRL-3. It is a student start-up by Mr. Priyal Dhunde (currently Pursuing M.Sc. Biochemistry) and his ideas has made him win the 1st Prize worth rupees 1 Lakh in Global Student Entrepreneurship Awards 2021-22. Study of ingenious knowledge (Paramparagat Krishi) texts gave Mr. Priyal ideas for development of harmless pest management strategies for high agricultural yields. This highlights the importance of IKS in innovations.

Another dedicated initiative of the college called UNNATI and ED Cell. Unnati is a Personality and Skill Development program conducted in collaboration with Vidarbha Industries Association (VIA). Entrepreneurship Development cell conducts activities to help and motivate the students to become self employed.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response:** 44

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	12	15	05	02

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 3.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	62	57	46	42

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.3.2

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

**Response:** 0.59

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in**

### **national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	14	02	04

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## **3.4 Extension Activities**

### **3.4.1**

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

**Response:**

The institution recognizes the importance of education for benefit of the society and thus strives hard to inculcate moral values amongst its students which sensitize the students towards burning societal issues. Students also volunteer to join the Social Outreach Cell, NSS, NCC to then work for the betterment of those that are down-trodden or are facing extensive hardship for their survival due to any other reason. Institute's dedicated Social outreach cell has time and again worked for the driving student efforts towards the benefit of neighbourhood communities which suffer from lack of awareness and knowledge regarding the government schemes and infrastructures available to their support. As a part of such activities regular blood group testing, health check-up camps are organised every year for those who are unable to take care of their health due to their financial conditions. Regular distribution of grains and daily essentials to the needy did not take a break even during the difficult COVID-19 pandemic times and many people were benefited by this activity run by our college. "Cleanliness is next to Godliness" has been conveyed regularly to the slum areas near and around the college not only through programs but through self practicing and organizing motivational cleanliness drives by Social outreach cell along with NSS volunteers and NCC cadets in collaboration with different NGOs and Social work organizations. Above all to give the students a flavour of communal harmony and for their holistic development activities such as painting competitions, organizing talk shows pertaining to pressing social issues, nurturing their skills through paper bag making workshops and at the same time inculcating within them the sense of environmental consciousness has been at the crux of these activities. Dr. Ambedkar college

was at the fore front during the challenging COVID-19 times to extend a helping hand to the people in need irrespective of their social cadre. The college volunteered to house a vaccination centre, provided food and daily essentials to those in need, distributed sanitizers, masks and gloves amongst the COVID front-line workers and above all provided the COVID care facility at our Sports Complex by developing a make-shift patient care facility to cater the needs of those with immediate oxygen requirement. Even the most privileged society members require psychological support during difficult times but nobody usually care for those who are far from getting such support, realising this, support through a student driven activity was offered by our Social Outreach cell to the people of nearby Kachipura Slum area. Creating awareness about COVID-19 Vaccination, providing free vaccinations, maintenance of oral hygiene and its impact in prevention of Mucormycosis, which was the need of the time following the horrifying period of COVID-19 was also not neglected by members of our Social outreach cell. The stature of our college as showcased by our students through all these activities, rose to newer heights in the eyes of common people and neighbourhood communities due to such relevant and pertinent activities conducted by our institute during the last 5 years.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

Dr. Ambedkar College has a remarkable track record of conducting extension activities aimed at the overall growth and development of students and the future of the nation. Our NCC unit is widely recognized as one of the most impactful units in the central province, with an exceptional record of student cadets being selected for defense and civil forces, as well as for participation in the National Republic Day Parade. Similarly, our NSS unit has consistently worked hard to foster the holistic development of its volunteers and nurture their talents. . Our college has also been recognized as the Best College with the most impactful NSS Unit at a state-level NSS Camp. Ms. Chetana Bhagat, won the first prize at the Awahan 2019 State Talent Competition held at SRTMU, Nanded, Maharashtra. American Chemical Society has awarded the college with an outstanding achievement award for four consecutive years based on our student performance as a part of ACS Campus Chapter. Dr. Ambedkar College also received a certificate of appreciation from MANAV-Human Atlas Initiative of IISER, Pune in collaboration with NCCS and Persistent, for our student participation in Scientific Literature review process of the program.

We have always strived to provide our students with a globally competitive environment that equips them with the knowledge and character to excel both nationally and internationally. In 2020, our institution took a significant leap towards this goal by establishing its own center for nurturing student ideas and supporting them in transforming those ideas into successful businesses under the Institutional

Innovation Council and Technology Incubation Centre of DACN, endorsed by the Ministry of Education, Government of India. This center attracted two startup incubation proposals right from its inception, which are now registered with the Registrar of Companies. To create awareness among students about this facility, we organized interaction sessions with the founders of these startups, who happen to be graduates of DACN. The center possesses the capabilities to nurture and validate student ideas, assess their market viability, provide consultancy for startup establishment, facilitate intellectual property generation, offer fundraising opportunities, establish connections with venture capital firms, and collaborate with training institutes for entrepreneurship. Through this initiative, DACN has become the only non-technical institute in central India providing such facilities to its students. For a long time, non-technical or fundamental knowledge-focused institutes have lacked the vision to promote education-based entrepreneurship development at the institutional level. For instance, students in the field of basic sciences often remain unaware of the opportunities they can explore in applied research. Our initiative aims to provide them with the right guidance and open up laboratory facilities for research and innovation. The companies established by the students mentored at our technology and business incubation center have received numerous recognitions and awards at National and global platforms, including the Global Student Entrepreneur Award by Mr. Priyal Dhunde and a Startup City MedTech Award by the startup company founded by our student alumnus, Mr. Shubhednra Singh Thakur. @

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 60

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	9	13	10	4

<b>File Description</b>	<b>Document</b>
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 21

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

Teaching-learning facilities are one of the priority areas of the institution. The college has 48 well ventilated and illuminated class rooms and many have OHP facility. The Law Building has 10 equally managed classrooms most of which have LCD projectors. Science Labs are equipped with Smart Boards; 28 highly equipped and modern laboratories for Botany, Zoology, Physics, Chemistry, Nanoscience and Nanotechnology, Biochemistry, Biotechnology, Computer Applications, Computer Science, Information Technology, Electronics, Biochemical Genomics and Bioinformatics, Psychology, English Language Lab, Commerce Lab, Computer Lab in the Law Building and Tissue Culture and Animal Tissue Culture Lab are operational. 05 updated computer labs for Computer Science, Computer Application, Information Technology, Bioinformatics; Law deptt. has WiFi connectivity. 02 Moot Court Rooms and a Spacious Core Library are in the Law deptt. Two updated spacious libraries with Reading Room facility are at the first floor of the main building. 01 Mini Auditorium equipped with audio Visual System and 01 Seminar room in the Law building with LCD facility is functional.

The college has 4 Research Centers in Chemistry, Biochemistry, Physics and Law with separate spaces.

Central library is equipped with INFLIBNET, Shodhganga and Shodhgangotri and a huge collection of text books, reference books, dictionaries, encyclopedias, Journals and Periodicals for all subjects; a large repository is available in e-format. library also has 04 computers for issue and return counters; 02 for OPAC, 05 for Cataloguing and Administrative jobs; 10 for Internet service to students; 02 for Reference Section and 01 for NVDA (Software for Blind Students). Library is enabled with RFID Tags to Books with Antitheft Technology Pedestals installed at the main entrance. A Botanical Garden is maintained by a Committee of Teachers and Students.

02 big auditoriums for organizing academic as well as cultural programs; 1) Adv. Dadasaheb Kumbhare Hall in the main building has a 450 seat capacity and 2) Dadasaheb R. S. Gavai Auditorium with 550 seat capacity with an additional screen for 200 seats. 02 mini auditoriums with AV System for guest lectures/seminars are functional.

Examination Control Room with 02 computers, 1 copier machine with latest facilities and high bandwidth internet connectivity is operational. Teacher's Staff Room and departmental spaces are updated; 01 Girls' Common Room; 01 Museum by Deptt. of Physics; 02 canteens; 01 IQAC room; Employment and Career Guidance Cell; Psycho-Social Counselling Cell have distinct spaces.



Haematology and Sickle Cell detection centre; Classroom-Ramps and 01 elevator for Physically Challenged students are available.

CCTV cameras at all strategic places to monitor and strengthen security; optimal use of space by running the courses in different shifts is done. Stationary shop and photocopy facilities are available.

NCC (National Cadet Core) and NSS (National Service Scheme) units have separate office spaces; 01 Yatri Niwas with 28 well maintained guest rooms (twin -sharing) is operational.

An extensive and fully maintained playground for playing Cricket, Football, Lawn Tennis, Volleyball Archery, Throw Ball, Kabaddi and KhoKho; Indoor game facilities for Table Tennis, Yoga, Aerobics, Chess and 2 well equipped gymnasiums are managed by Sports Academy of the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 7.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
25.35	13.22	19.50288	26.85661	41.29265

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

#### **Response:**

The Central Library is situated at the first floor of Administrative Wing. Total area of the space is 4379 sq.ft. The college since its establishment has a rich collection of more than 65000 entries of books and volumes. Online Public Access System (OPAC) is functional for library users. Software for University Libraries (SOUL)-A state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre is subscribed and renewed from time to time. The latest version available is SOUL 2.0.

The library has Electronic Resource Management package for e-journals available for teachers, researchers and students of the college. Access to e-resources through-NList developed by INFLIBNET, DELNET, DOAJ, etc. is available. Searching tools through databases to search articles in multiple locations are available for Arts, Science, Commerce, Computers, Managements and Law course. Database like e-books, e-journals and contents modules like e-PG Patashala is facilitated by the library.

The Central Library has a separate web-link (<https://dacn.in/dacn-library.php>) and dedicated pages displaying information about new books, archived books, book search facility, journals, e-resources, newspapers, etc. Library Advisory Committee is placed on this webpage. 'Ask the Librarian' facility is available for students and teachers to drop in queries and seek responses. Comprehensive list of all books in the library from 2000 to 2022 are available.

The library has AM BASED ALARMING: DUAL PEDESTAL SYSTEM works as anti-theft system. Detection range of identifying books without proper procedure on issue of books is 4 Ft. Frequency is 58 Khz.

Web OPAC Module is functional in vibrant nature. In-house/remote access to Library catalogue and e-publications facility is available. ID numbers are given to the users to have direct access for use of N-List; Internet band width connected with the leased line by BSNL.

Institutional Repository on 'D-Space Software' for research papers, books, reports, projects of faculty members is maintained.

'GRANTHAYAN' is annual activity conducted by all the departments/faculties wherein freshers are invited to the library to orient them all about facilities in the library. They are introduced with the staff members, different sections, use of OPAC, formal rules for issue and return of books, reading room facilities, etc.

More than 250 Educational CDs are available for users; reading room has a capacity for 150 students; subscription to 19 local, state, national and international newspapers is regular; U.G.C. Book Bank

Scheme; Reprography,

The Braille's Corner (ABR, Desktop, Braille Journals, Books and Memory Card), Core Library, Competitive Exam Study Material Section, CAS (Current Awareness Service), Reference Section, e-resource sections are available and functional. 151 journals and magazines are subscribed. Law department has subscription of MANUPATRA- a most exhaustive collection of Judgments & Orders, Statutes (Acts), Notifications, Circulars, Legislative, Regulatory and Procedural content covering India and International jurisdictions. Subscription to 'Law Finder' is in progress. Rare collection of the first Print of the Constitution of India is available and now being preserved with lamination process; handwritten annual college magazines are maintained. Special Days such as National Librarians' Day, Hindi Diwas are celebrated and book exhibitions are organized on special themes in literature. Best Reading Room users are appreciated; Green Library is a new concept introduced in the lobby of the library.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The College has 5 state-of-the-art and high-end computer labs for computer Science, Computer Application, Information Technology, Bioinformatics and Department of Law with Wi-Fi connectivity which is used by both the students and staff. Library provides a Computerized Search Facility for books, journals and databases. All computers in these laboratories are maintained and repaired by the staff in Computer Science and this a larger cost is saved on annual maintenance. However, service requirements for serious issues regarding connectivity and software/hardwares are solved on hiring basis. Currently the college has subscribed a dedicated leased line of 50 MBPS bandwidth from BSNL; an additional bandwidth of equal capacity is also available as second line and is used by the college whenever required. Computer systems and softwares are purchased/upgraded as per the necessity of the various departments, library and administration office. Proper procedure is followed for hired services from local vendors through Purchase and Maintenance Committee of the college. Experienced technical staff is appointed when required and stability of the IT infrastructure is maintained. Biometric system is also upgraded as required and mandated by Government rules. The Biometric system of recording attendance of the staff has been upgraded from finger prints to retina scan software. A digital report of the same can

be generated on a few clicks. CCTV cameras have been installed at all strategic places to strengthen security in the campus. Examination Control Room is also fitted with CCTV to maintain confidential works and unauthorized entry of external individuals. A computer laboratory of 45 Computers was funded by Hindustan Petroleum to the Department of Computer Science in the year 2010. This facility is used as Information Technology Laboratory serving a utility purpose of practical sessions and project works for students in Department of Computer Science. Fine-tuned networking in laboratory of computer science is revamped regularly. All users are provided with anti-virus facility for computer machines to avoid external threats. Every computer machine is connected via a proper network for seamless exchange of information to be collected and sent across to different users. Anti-theft system in library, computers with e-content, OPAC system, D-Space, etc. are regularly updated and maintained for a better experience to users. Webmail addresses are provided to faculty members with institutional affiliation. Wi-fi facility is available only after a proper registration as user on the server computer. Smartguard-Bandwidth Manager Software that acts as firewall is available for a safer user experience. During pandemic zoom.in a leading modern enterprise services in video communications, with an easy, reliable cloud platform for video and audio conferencing, chat and webinars and conferences was subscribed. The college has its own you-tube channel where all recordings of seminars/conferences/webinars conducted via online mode are placed. E-governance is practiced for admission process, payment of fees, generation of various reports to be submitted to State government are processed using services from Mastersoft ERP Solutions.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3.2

#### **Student – Computer ratio (Data for the latest completed academic year)**

**Response:** 16.83

#### **4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 257

<b>File Description</b>	<b>Document</b>
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 30.05

**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
85.78409	56.69674	101.43457	105.95878	145.50270

#### **File Description**

#### **Document**

Institutional data in the prescribed format

[View Document](#)

Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)

[View Document](#)

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

[View Document](#)

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 51.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
2311	2238	1907	1750	2205

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 42.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
2619	2534	1887	877	567

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 61.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
1023	1115	894	308	255

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

2021-22	2020-21	2019-20	2018-19	2017-18
1515	1499	1132	843	847



<b>File Description</b>	<b>Document</b>
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 4.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	26	14	12	5

<b>File Description</b>	<b>Document</b>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 84

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	0	14	25	20

#### **File Description**

#### **Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

### 5.3.2

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

**Response:** 33

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

2021-22	2020-21	2019-20	2018-19	2017-18
53	13	35	37	27

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

There is a persistent support from the alumnae of the college and it is visible in various activities undertaken by the college in association with these support pillars. The institution is blessed to have top ranked administrators, academicians, researchers, entrepreneurs, etc. The college has applied for Registration of Alumni Association with the Commissioner of Charity, Nagpur office and it will be soon materialised as pertinent documentation is completed. (Proof of online application is uploaded) The Alumni Association of the college has many members in the formal body prepared for registration with the Charity Commissioner. The Cell is functional in routine basis and prepares annual programme plan and seeks information from all the departments for defined activities. All departments also keep a separate record of the alumnae and invites them for resourcing academic knowledge, job opportunities, educational opportunities available worldwide, etc. A lot has been shared and resourced by the alumni members in all these areas. The institution has reaped larger benefits mainly with a strong tie with the alumni.

All departments seek information of passing out students by connecting with them via e-mails and social media groups. Alumnae voluntarily share information about their updated profiles to the teachers, Heads of the department and feel elated to be on campus and among current learners. There is a dedicated page for registering the alumnae via online mode; all such forms are stored on cloud and are downloaded as and when required by the institution.

Donation of study materials is a regular feature of the alumni association. Alumnae professionals such as doctors in specialised areas are invited to talk on health issues mostly during HR training for teachers and special camps by National Service Scheme and National Cadet Corps of the institution. Alumnae of Law department have sponsored Sanitary Napkin Vending Machine and Incinerator in the recent years. Drinking Water Chilling Machines are also donated by alumnae members.

Academic support is one of the best areas where the institution has benefitted a lot. Most of the guest lectures on departmental levels have space and schedule for at least one programme to be resourced by the alumnae. Visits by alumnae are seen as opportunities to the present students where they get a chance to connect with fresher happenings in the field of academics, research and entrepreneurship.

Post Graduates possessing higher qualifications requisite for teaching/research profession prefer the institution to begin their further careers in respective fields.

Professionals in Banking sector visit and orient the teachers and students about recent happenings and schemes with banking sector.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The institution is committed to empower the students by providing quality education in tune with the vision and mission of the institution. An environment of excellence ensuring an unparalleled educational journey that is intellectually, socially and personally enriching is conserved. Annual academic plans and strategic plans are developed in tune with institutional objectives. Strategic plans are approved by the CDC based on the proposals and feedback from stakeholders. Several Committees and Cells ensure that activities are planned and executed in accordance with the vision and mission of the college. Concrete system of monitoring entire management of the institution is available. Activities planned for the entire year are discussed in a non-discriminatory manner.

All committees are usually structured with a combination of senior and experienced teachers and new ones. IQAC ensures a cordial dialogue between HOI and college management authorities. It connects academic leadership with management in order to deliver different functions and initiate timely action, in tune with institute's vision and mission.

A well-structured curriculum delivery emphasizes upon practical learning for all subjects. The management of college and HoI ensures decentralization and participative management. Practice of participative planning at academic as well as administrative levels is ensured. Principal monitors, guides and conducts all academic, co-curricular and administrative activities. Quarterly meetings of Principal and IQAC are held with all HoDs to review, assess and ensure smooth implementation of academic calendar. College Management provides infrastructural and economic support as required for conferences/seminars, cultural and sports events. CDC encourages and monitors all such activities. Faculty and students are given due recognition and felicitation in Annual Awards Function for their achievements in academic and social spheres. IQAC collaborates with the PBAS review committee to assess teachers' performance.

An all-inclusive participation of all teachers profiting gender equality in all the various committees, cells and in regular academic activities is given priority.

IQAC acts as a liaison between the staff and the Principal. HoI places requisite issues for consideration to management for policy decisions and involves IQAC for a better approach and layout of activities.

Orientation programmes in view of the implementation of NEP, changes communicated by the university, combinations of subjects, processes and procedures of assessment and evaluation have been conducted. Resource persons from sister-institutions are also invited for a quicker support. Special sessions on knowing the Indian knowledge system have been conducted.

IQAC proposes plans for institutional growth, managing the existing resources and requisite measures for sustainability. It is indicated in the annual programme plan of the institution. Sincere efforts are put in to introduce new courses, infrastructural additions, maintenance issues so that challenges of learners are met adding continuous growth of the institution.

A perspective plan of the institution is prepared for a period of forthcoming 5 years; it is always a resultant of inputs from stakeholders and proposals from departments. Most of the items on agenda are realised within a specified time period. Short term and long term actions are identified considering the budget provisions.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

Priority based attention is provided on the planning matters as it acts as a roadmap to realization of goals of the institution. A transparent internal monitoring and coordination mechanism is available in the college. The major academic policy decisions including staff appointment, promotion, etc. are all taken by the College Management Committee. The Management chooses the best of candidates considering academic merits for teaching posts during recruitment. The norms and guidelines formulated by Government rules, UGC regulations and management standards are followed for the appointment of teaching and non-teaching staff.

The PBAS Review Committee headed by the Principal and the Self- Appraisal System together enable the management to identify the best performing teachers and timely CAS Procedure is implemented and facilitated by the Principal. Principal, IQAC and administrative staff of the college works hand in hand to ensure well-timed promotions and placements of teachers. The institution encourages its teachers to attend capacity-building training programmes, Refresher courses and FDPs for enhancing their academic expertise. In tune with up-gradation of knowledge and recent happenings in their subject area and related disciplines including technology interface, teachers are motivated to enrol for courses on MOOC, NPTEL, SWAYAM, etc. A teacher in in the institution is working for such courses as Local Chapter Coordinator. Proper measures are followed by the Management, HoI and IQAC Coordinator in consultation with each other so that a judicious procedure is visible to all in a transparent manner.

The Principal is given freedom to carry out academic and administrative responsibilities pertinent to the

post. It is done through the participation and involvement of staff members and stakeholders. Based on the feedback collected from the students, parents, and other stakeholders on the curricular, co-curricular and academic directions for performance improvement are shared to the Principal. Various committees work together and act independently as required to monitor smooth functioning of activities planned by all. IQAC participates in preparation of Annual Academic Calendar on the basis of the Annual Programme Plan prepared and submitted by all departments which is later given to Principal for suggestions and approval. A final Academic Calendar is placed before the management and suggested changes are incorporated. Heads of Department and Coordinators of all Cells submit annual activity reports to the IQAC within a couple of days as any activity is concluded and it is uploaded to college website. IQAC conducts an internal Academic Audit and the Principal reviews the annual teaching plan, annual programme plan and teaching process through the Daily Diaries, Course Completion Certificate of teachers, feedback from students, parents and academic peers. The progress of the plan is reviewed by the Principal in the monthly meetings with HoDs. IQAC then prepares the AQAR which is placed before the Principal, Management and College Development Committee before uploading the same to NAAC.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

### *Institution implements e-governance in its operations*

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

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

**Employees' Credit co-operative Society:**

There is an Employees' Credit co-operative Society functioning on the campus with teaching and non-Teaching staff as members. The society provides loan facilities to members at soft and liberal terms. The Short Term Loan of Rs.20000/, Long Term Loan of Rs. 5,00,000/- is available and an Emergency Loan of Rs. 20,000/- is also available. There is a staff welfare fund wherein Rs. 7000/- is given to the staff member's family on the event of death of a staff.

**Staff Performance Appraisal System**

The college has a mechanism for assessment of the teachers. Performance of the staff is assessed on the basis of the feedback obtained from students and the teachers' Self Appraisal Reports which are submitted to the HoDs. Academic Experts are invited to have a personal interaction with faculty members. This is a one-to-one interview about academic, social, extra-curricular activities by teaching faculty members. A report generated along with expert comments for every teacher is submitted to the Principal. These reports and the PBAS forms from the PBAS Review Committee are analysed jointly with the IQAC coordinator. The resultant suggestions are communicated to individual teachers by the Principal which is later submitted to the College Management. The management accordingly recognises the performers and achievers amongst the staff and felicitates them at the Annual Staff Council meeting. The competencies of teachers are further recognised by appointing them as coordinators of different Committees and Cells. Teachers are nominated throughout the year to attend capacity building programmes, trainings, workshops, etc. organised in other institutions/universities.



## Staff council

- Staff council organises farewell programs where retiring staff members are felicitated for their services rendered to the institution.
- Wards of the staff with highest scores in SSC/ HSC/Higher education entrance examinations/admissions to national international institutions/other achievements are felicitated.
- The achievements of the staff who have received recognition in some capacity or received an award are given due recognition.

## Other welfare initiatives

- Provident Fund and arrangement of PF Loans.
- Gratuities, Pension and all other such Government approved schemes
- Leave benefits including Casual Leaves, Medical leaves, Duty Leaves, Maternity Leaves for 180 days, Paternity Leaves, Earned Leaves, etc. are allowed.
- Allowing deputation to pursue research under Faculty Development Schemes and the permission to utilize the infrastructural facilities such as laboratory, library is a regular feature.
- Access to gymnasium, canteen, college ground and arrangement of recreation programmes for staff members is allowed.
- Preference for Admission: Children of staff members are given priority for admission but on merit basis in various courses in the institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 77.74

#### 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

2021-22	2020-21	2019-20	2018-19	2017-18
57	66	56	42	41

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 50.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
66	66	67	69	69

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	63	65	66	67

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

**Response:**

The institution receives financial assistance from the State Government to conduct grant-in-aid courses. Additionally, the college runs self-financing courses that are on no-grant basis. The college follows no-donation policy and hence no resources are mobilized from donations. The college management therefore has resources mobilized through Government aid, UGC grants under XII plan and CPE scheme as well as the fees charged for the no-grant courses. An annual budget is prepared after taking into consideration the needs of all Departments, Cells and Library with regard to instruments, chemicals, books, stationery and expenses for conducting activities that includes general expenditure and honorarium to the experts invited as resource persons. The Registrar of the college places the budget before the College Development Committee for approval and implementation. Suggestions/modifications are incorporated and accordingly implementation is realised.

Fees from the students of Non-Grant sections is utilised for some of the development activities of the college. Amount under mandatory category by the university is submitted following a proper procedure. Overhead share of research projects is also utilised by the college. A few add-on, certificate courses are run on fees basis and such funds are utilised for conducting the activities without burdening the college.

There is a Purchase and Maintenance Committee which is given requirements by the departments and functionaries. Such proposals are considered in the meeting of the committee after at least three quotations are received for the proposed work. Proposals are finalised by the committee upto Rs. 40000/- and beyond that are submitted to HoI for finalisation. Post approval from the HoI and Accounts Department all the proposals are cleared for purchase and maintenance. Periodical meetings of the Purchase and maintenance committee facilitate the procedure for continuous upgradation of the

institutional infrastructure. Audits are done following a procedure as detailed: Internal Auditor>Assessment by Joint Director>Senior Auditor>Accountant General (AG).

Sources of Funds: Grants-in-aid, Tuition Fees, Alumni Contributions, Funds from philanthropists, Funds from utilisation of college infrastructure, sponsorships from other organisations for conducting seminars, conferences, CSR funds, etc.

A very prudent approach is maintained by the college authorities and teachers in different committees in mobilization and optimal utilization of resources and funds from various sources.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### **Response:**

The IQAC has played a vital role in establishing and maintaining quality assurance strategies and processes within the institution. It has been instrumental in ensuring that teaching and learning processes, as well as operational methodologies, are regularly reviewed and enhanced to meet the desired outcomes. It works closely with management, administrative staff and the college development committee members to ensure timely resolution of pertinent matters such as maintenance of infrastructure, expansion of laboratories, improvements related to students' well-being in campus, etc. Through periodic evaluations, the IQAC assesses the effectiveness of these facilities and identifies areas for improvement.

One of the core responsibilities of the IQAC is to precisely review the teaching and learning process. By closely examining the methodologies employed in classrooms, lecture halls, and laboratories, IQAC ensures that students are provided with an enriching and transformative educational experience. Through regular assessments and evaluations, the IQAC identifies areas of enhancement, offering valuable insights that help faculty members refine their teaching techniques and adopt innovative approaches. As a result, IQAC fosters an environment of continuous learning and improvement, ultimately enhancing the quality of education imparted to students. It also scrutinizes the structures and methodologies of operations within the institution. This encompasses an extensive evaluation of administrative processes, governance frameworks and resource management. Streamlining routine processes and procedures, reducing redundancies and optimizing resource allocation that will improve the curricular, co-curricular and extra-curricular happenings are monitored by IQAC. This holistic approach to institutional

functioning ensures that the institution operates smoothly and efficiently.

Furthermore, IQAC places a stronger emphasis on monitoring and assessing learning outcomes. By regularly evaluating the knowledge, skills, and competencies acquired by students based on the reports submitted by teachers, IQAC ensures that the institution is fulfilling its mission of delivering quality education. This comprehensive assessment provides valuable insight into the effectiveness of educational programs, enabling the institution to make data-driven decisions for curriculum development and improvement. Thus, IQAC empowers the institution to produce graduates who are well-equipped to excel in their chosen fields and contribute meaningfully to society.

A distinctive aspect of IQAC is its commitment to recording and tracking incremental improvements in various activities. By diligently documenting the progress made in different areas, IQAC creates a repository of significant records on achievements that serves as a testament to the institution's commitment to continuous enhancement. These records not only highlight the institution's success but also provide valuable benchmarks for future endeavours.

In conclusion, IQAC of the college has emerged as a cornerstone of quality assurance within the institution. Through its rigorous review processes, it ensures the best standards of excellence in teaching-learning, operational frameworks and learning outcomes. Its unwavering dedication to continuous improvement and meticulous documentation of noteworthy progress has transformed the institution into a center of academic and aggregated excellence. Policy frameworks and institutionalisation of academic practices by IQAC have significantly contributed all these years to elevate the standards of the institution which will stand ahead of its time.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.5.2

**Quality assurance initiatives of the institution include:**

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

**Response:** A. Any 4 or more of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

The institution is continuously working on gender equity so far as representation of women is concerned in general as well as specific working of the routine operations. Number of women staff members in teaching and non-teaching category is fairly maintained in every domain of working. The college functions proactively that women staff members are given adequate representation in various committees and cells as well as academic or training programmes organized at various levels throughout the academic year. Even statistically, the number of women staff members is recognizable and allows the institution a better place.

Women candidates have been preferred by the institution for the post of Principal and Coordinator of Internal Quality Assurance Cell of the college. All the committees and cells have more than one women staff members and at many places, they are in-charges. They are also given the task-positions to handle college level as well as university levels examinations for proliferating their acumen and develop them into multidimensional personality. Women teachers also work as assistant officer-in-charge in the National Service Scheme Unit of the college. Annual Gathering of the college as well as extracurricular activities are planned, monitored and executed by women teachers and non-teachers along with male counterparts.

Special leaves such as Maternity leaves, Child-care Leave, Surrogacy leave, etc as per UGC REGULATIONS JULY 18, 2018 are granted to women staff members. Paternity leaves are also granted to male staff workers. Proper entries are marked in the Service Books of the staff members after approval from the Joint Director of Higher Education, Nagpur Division, Nagpur.

The institution lives by the belief that gender equality and gender justice on campus is its moral responsibility. DACN thus engages very meaningfully in diverse ways to achieve this objective. Initiatives taken by the Women Development Cell, ICC and several Departments in educating students on Domestic violence, Sexual harassment of women, reproductive anatomy of women, Women Empowerment and Gender Justice, Women Entrepreneurship, Health issues etc. through activities like guest lectures, panel discussions, workshops, student participative events like elocution competitions, poster-making etc. have been a regular feature.

However, the institution also realizes that the discourse on gender justice requires us to engage with the problems of the third gender. Hence the institution has been very pro-active towards holding interactive programmes of students with the trans-genders and sexual minorities, to hear their lived experiences of rejection and victimization by the society. Such sensitization programmes have been a huge success and

have led to students to empathise with this segment of the marginalised population. These are small yet important steps taken by the institution towards building a more inclusive society.

The Institution places great emphasis on the safety and security of the students. CCTV cameras at various points ensure safety of students. All visitors to the campus are granted entry only after confirmation of the purpose of visit at the gate by the security-staff. There is a facility of sanitary napkin incinerator and a rest room for girl students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

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

- 1. Green audit / Environment audit**



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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### **7.1.4**

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

**Response:**

The institution has its establishment after the most secular and patriotic approaches of Dr. B. R. Ambedkar. A firm belief in the equality of all cultures and traditions is at the core of everything and therefore the diversity of students belonging to different castes, religions, regions prefer this institution for several academic courses. The team of teaching, non-teaching staff members supported by the Trustees and HoI always prompts everyone in the premises to deliver a liberal approach of ‘discrimination to none’.

**Socio economic:**

The college aims to contribute chiefly towards ‘quality and affordable education’ to the needy and downtrodden masses. A larger enrolment to different courses in the college is from Scheduled Castes, Scheduled Tribes, Other Backward Classes, Economically Weaker Sections and Divyang; it is worthy to note that females students excel the number of male. The enrolment is due to the support system run in a concrete manner in the form of Govt. scholarships, sponsorships, endowment funds etc.

**Linguistic**

There are courses run in Marathi Medium to uphold the State Language; for non-Marathi students Hindi is offered as optional subject. The institution is located at an internationally recognized Buddhist Architectural wonder, and to upkeep the existence of an age-old language during the Buddhist era, Pali-prakrit is offered as an optional subject.

### **Constitutional Obligations**

The institution takes a thoughtful note of Constitutional values of Justice, Liberty, Equality and Fraternity and it is reflected through celebration of Constitutional Day every year on 26th November when teachers and students take an oath to stand by and guard the values enshrined in the Constitution of India. Learned speakers are invited to share their views on the constitutional values to the teachers and students alike. Students present creative content in the form of posters, poems, discussions, debates that uphold the constitutional values and make everyone understand the rights, duties and responsibilities as citizens of a free nation. Electoral Voters Day, Human Rights Day are celebrated; Rights of women, children, senior citizens, special genders are popularized in general for awareness among students and staff.

The institution celebrates International Ozone Day, World Alzheimer Day, National Science Day, International Yoga Day, etc.; Birth anniversaries of stalwarts like Dr B R Ambedkar, Mahatma Gandhi, social reformers, freedom fighters, sustain the thoughts of patriotism among all.

### **Towards unity in diversity**

Cultural festivals and National Integration Camps for NCC and NSS cadets helps the institute to have a team of intellectually refined youths. The multicultural fibre of India is presented in Induction and Farewell programs generating the feeling of oneness and social harmony.

### **Sensitization towards social responsibility:**

During Covid-19 pandemic, teachers and students energetically participated to work as support system for the affected population in nearby places by providing free Milk packets and foodgrains; to the Covid-Fighters such as Doctors and Police personnel, Sanitisation equipments were distributed. For more than 4 months in a row, college premises were also given for Covid-Hospital and vaccination centre.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## **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:

### Title of the Best Practice 1

Dr. Ambedkar College's ACS International Student Chapter: Inspiring a Passion for Chemistry

### Objectives of the Practice

The International Student Chapter (ISC) at Dr. Ambedkar College, proudly granted by the prestigious American Chemical Society (ACS) - Chemistry for Life, aims to achieve the following objectives:

- Foster scientific thinking and rational decision-making skills.
- Enhance scientific communication using the language of chemistry.
- Develop an appreciation for chemistry and its everyday applications.
- Promote awareness of the social, economic, environmental, and technological implications of chemistry.
- Support students in career and professional development.

### The Context

Established in 2005 by the ACS, the ISC program supports international students studying chemical sciences worldwide. In February 2019, Dr. Ambedkar College was granted an International Student Chapter, led by Prof. Dr. Deepa Panhekar as the Faculty Advisor. The chapter organizes career development, social extension, and environmental consciousness activities throughout the year, providing networking opportunities and preparing students for successful careers.

### The Practice

As the only Institute in the Vidarbha region with an ACS Chapter, our program prioritizes enjoyable and engaging learning experiences. Interested students join the ACS as members during February-March and are welcomed through an orientation program. The chapter, guided by Dr. Deepa Panhekar, prepares an annual program plan through brainstorming and collaboration among student members. Dr. Panhekar's leadership ensures each activity is unique, empowering students to contribute their thoughts freely.

The ISC chapter has received acclaim for impactful programs such as laboratory safety workshops, Chem Hunt, Earth Week, National Chemistry Week, and the ACS Chemistry Festival - "ChemInspire." Notably, ChemInspire has sparked a renewed interest in chemistry among schoolchildren. These activities have allowed members to develop organizational abilities, new skills, and different perspectives, fostering individual and team growth.

### Evidence of Success

The ISC Chapter at Dr. Ambedkar College has achieved significant milestones and recognition. ChemInspire-2020 witnessed a demonstration for over 1800 students, and our "Laboratory Safety Skills" program was featured in ACS Washington's InChemistry magazine. Our proposals for professional development activities, social outreach, travel grants to the USA, and ChemInspire received a **total grant of USD \$10,175**. The chapter has consecutively received the prestigious **Outstanding ACS International Student Chapter award** for **four** years. Additionally, several members have won

intercollegiate events, bringing recognition to the chapter.

### **Problems Encountered and Resources Required**

Welcoming new students and providing comprehensive training requires significant time and effort from the Faculty Advisor. Coordinating activities among research students, postgraduates, and undergraduates can be challenging, but online meetings have helped overcome some obstacles. The chapter's focus remains on creating captivating events with interactivity and engagement, fostering a lifelong love for chemistry among participants and the audience.

In conclusion, Dr. Ambedkar College's International Student Chapter provides a transformative platform for aspiring chemists. Through a wide range of activities, the chapter inspires scientific thinking, promotes chemistry's societal significance, and supports students in their career development. With the unwavering guidance of Dr. Deepa Panhekar, the chapter continues to excel, empowering the next generation of chemists.

### **Title of the Best Practice 2**

Embark on a Journey of Self-Transformation with UNNATI: Unleashing Your Potential and Thriving in Life!

### **Objectives of the Practice**

- Uncover and nurture student talent for holistic development.
- Fostering life skills, academic sensitivity, values, and a balance between social & intellectual learning.
- Empower your personality at the institution.

### **The Context**

Empowering Individuals for Today's Challenges: Higher Education Institutions (HEIs) shape morally and spiritually aware individuals. Our institution acknowledges the impact of mental stress, academic weaknesses, and socio-economic disparities. We strive to equip individuals with enhanced communication and entrepreneurial skills, preparing them for the demands of the present scenario.

### **The Practice**

To align with the context, the institution consistently integrates additional values into its programs each year, through its long standing initiative like the UNNATI program which provides students with better opportunities to achieve confidence in communication and entrepreneurial competencies.

- 1. Skill Development:** The UNNATI program provides personality and skill development training through expert trainers, industry professionals, and mentors.
- 2. Leadership and Organizational Skills:** Student representation is ensured in key roles and activities, fostering leadership and organizational skills development.
- 3. Nurturing Talent:** Competitions and events allow students to showcase their talents in terms of

out-of-the-box thinking, Corresponding Skills, Image Building, Attitude and Perception, Decision Making and Goal Setting.

**4. *Experiential Learning*:** Students gain practical skills through internships, field visits, case studies, and vocational training programs.

**5. *Emotional Well-being*:** Mentoring activities, counseling sessions, yoga, and meditation programs prioritize students' emotional well-being and the program highlights the importance of emotional stability as a key feature for development of entrepreneurial temperament.

**6. *Creativity and Critical Thinking*:** Seminars, workshops, and interactions with successful personalities nurture creativity and critical thinking.

### **Evidence of Success**

Many students actively participate in the UNNATI program every year and achieve notable success. The college has been running this program in collaboration with Vidarbha Industries Association right from its inception and this has been instrumental in achieving the personal growth and skill enhancement of the participating students. UNNATI has been recognised by the students as the stepping stone for initiation of their entrepreneurial journey and has improved the chances of their self-employability. Activities conducted under the banner of entrepreneurship development cell give the students a chance to showcase their skills acquired during the UNNATI program and potential disruptive ideas of the students often get enrolled in the college's incubation center to get escalated further to be analysed for its market fitness. Students' involvement in these endeavors nurtures their emotional, spiritual, and moral development, contributing to their academic as well as personal progress.

### **Problems Encountered and Resources Required**

Challenges include reaching every student, coordinating interdisciplinary activities, and managing limited resources. The institution addresses these by distributing activities, involving faculty from different disciplines, and leveraging Indian knowledge systems. Funding and infrastructure remain limiting factors, but the college management strives to provide resources. Despite COVID-19 restrictions, the institution continues to address societal issues through student involvement and online teaching-learning methods.

<b>File Description</b>	<b>Document</b>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## **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 institution is bound to realize its vision to develop itself into a premier learning center to produce diligent and ethically responsible professionals contributing significantly to a comprehensive socio-economic development of the society. In concrete approach to this, the institution has an extraordinary 'Legal Aid Clinic' as Right to Legal Aid is an integral part of the Fundamental Rights and Human Rights.

This is an appropriate platform to provide legal aid and to the people who are unable to bear the cost of litigation and to access the machinery for justice. Deekshabhoomi is a historic place which gives message of equality where Dr. Babasaheb Ambedkar embraced Buddhism-the principles of Liberty, Equality and Fraternity were proposed in a vibrant manner from this place only. A revolutionary figure, a pioneer of social justice and a true reformer, Dr B. R. Ambedkar played a significant role in shaping the social, political and civic contours of India and fostering the advancement of society. Dr. Ambedkar was a astonishing campaigner who created loftier awareness among depressed classes, the downtrodden and socially backward classes in India. The institution consistently seeks inspiration from his life and vision and tries to inculcate the much needed principles for a modern, democratic and socially just nation. 'Legal Aid Clinic' was established by the Department of Law in 2000 with an objective to provide free legal aid and legal awareness to needy and poor sections of the society. This platform in the form of truthful extension is now 23 years young and has been vigorously meeting the objectives by organizing legal aid camps and other social outreach programs. Many thousands have been benefitted from this noble initiative of the college that promotes justice by providing free legal aid and creates an effective mechanism for showing the right path for seeking justice to the poor, downtrodden and disadvantaged.

Free Legal Aid was later extended with 'Legal Literacy Programme' in 2005. Since last 18 years teachers and students in Law, every year on the occasion of Dhammachakra Pravattan Din (Day on which Dr. Ambedkar embraced Buddhism at Deekshabhoomi, Nagpur ) organise 'Free Legal Aid and Literacy Programme'). Millions visit Deekshabhoomi on this special day and seek help from Legal Aid Cell. Teachers and students not only offer basic legal awareness on the existing laws and constitutional framework, fundamental rights, human rights but also the newly introduced laws in the nation. These are explained in vernacular to the pilgrims. Printed material in the form of pamphlets and booklets is also distributed to all to make them literate about the judicial framework.

Legal Aid Clinic has a composition of Teachers, Lawyers and Law Students and alumni who voluntarily stay along days and nights to render a selfless service. The Legal Aid Clinic also engages students to spread legal awareness through street plays, competitions, quizzes and seminars, etc. It also encourages as many people as possible to be aware of their rights and assists those people in solving their legal problems. If somebody visits the college for a free legal aid, they are primarily counseled by the members of the cell and sometimes referred to the alumni so that the individual gets an open-minded and rational place to land in.

Free Legal Aid Camp is another significant activity conducted by Legal Aid Clinic which inducts students every year to use their knowledge of law to provide free legal aid and counsel in tehsil places and villages such as Ramtek, Deolapar, Pimpalgaon, Mogra, Narkhed, etc. Teachers and students jointly organize a day-long camp activity at these places, popularization of this programme is made with the help of local administrators such as Sarpanch, Tahsildar, SDOs, BDOs, Police Department so that the locale also feel free to approach them without any fear.

Many other activities are also organized wherein students of law participate in LokAdalat, Mediation program in association with District Legal Services Authority, High Court Legal Services Subcommittee, Nagpur. In addition to this, students participate in Family Court matters and assist in legal empowerment of marginalized sections to make them aware about the social obligations and social responsibilities. The Legal Aid clinic is committed to help the most vulnerable people of the society and also aims to imbibe legal, social and moral values amongst the students by allowing them a space to ‘hands on training’ like sessions as they actually get a fair chance to take part and see the legal happenings.

The Legal Aid Clinic imbibes a sense of social responsibility, ethical practices and encourages the students to contribute to the human society and provides a platform for ethical and human value development. They are sensitized over the issues of how advocacy can be practiced with a social face and change the outlook of general populace towards judiciary. By organizing legal literacy camps in villages, the college aims to fulfill the sense of social responsibility. Socio-legal surveys during such legal literacy camps are organized by the college on its own or sometimes in association with District Legal Services Authority. Socio-legal surveys help the students to understand the factual data on how legal framework in the nation is seen and this additionally benefits them all to formulate definite views on how they can secure a dissimilar place as an advocate. With this bunch of extra-special features and activities for the students, the institution confidently serves a noble purpose.

Over the years eminent judges, legal experts, Scientists, academicians and professionals such as Dr. Sudhir Meshram, Former VC, North Maharashtra Uni., Jalgaon, Prof. Vijender Kumar, VC, Maharashtra National Law Uni., Nagpur and Dr. K.M. Bhandarkar, Ex- Dean (Faculty of Education), RTM Nagpur University, Nagpur, Dr. Nitin Labhsetwar Chief Scientist and Head ERMD Division, NEERI Nagpur, Shree Jaydeep Pandey, Secretary DLSA, Hon’ble Shri Anilkumar Sharma, District Session Judge and Secretry of Nagpur High Court Legal Services Subcommittee, Nagpur and Hon’ble District Judge Shri S.B. Gawande, District Court, Nagpur have graced many occasions and thousands of learners are benefitted by the proficient knowledge delivered by them.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The mission statement motivates us to institutionalize practices that create a conducive environment facilitating multidimensional growth of students to become capable of meeting societal and global needs. Starting with basic UG programs, the college offers significant number of PG programs and research centres in few departments. Graduate attributes and employability for students is also a core area. This is realised by conducting skill enhancement programs, certificate-add on courses, remedial coaching and a focused Personality Development Program. The priority is holistic development of students in order to enhance their academic and extracurricular performance.

The College caters to both the urban and the rural population in and around Nagpur District and hence we are focused on including the economically weaker segment students into the mainstream of education.

There are several scholarships by government and university; Endowment Funds and other welfare schemes for girl students as support system. For visually impaired students, since last 8 years, scholarships from Help the Blind Foundation, Chennai is facilitated along with specially equipped laptops and devices. Concession in fees is additionally provided to such students by the college.

A complete e-governance system from entry to exit of students in various courses is managed with Microsoft ERP Solutions that creates an ease on campus for learners. New-age electrical fittings for Energy saving measures, accessible infrastructure to divyang in Seminar Hall, elevator to the Main auditorium is an additional facility.

Stake-holders are very well connected to provide timely feedback on which policies and programmes of student-centric nature are designed and implemented.

Many Govt and non-govt institutions are also collaborating to initiate good schemes leading to career advancement as well as making them into ethically responsible professionals for the socio-economic development of the society.

Internationally acclaimed ACS Students Chapter is a feather in the cap of the institution in addition to the achievements in Sports at State and National level. College magazine DEEP, monthly newsletter ECHO and special book on Moral Values NITIBODH motivates students to imbibe principles of citizenship.

Students reach out the larger society through extensive outreach activities by offering worthy services to nearby villages and to the Police personnel during Dhammachakra Pravartan Din (Vijayadashmi Festival) when millions come to the Holy Deekshabhoomi.

### **Concluding Remarks :**

The institution has been striving to develop ethically responsible students by imparting quality education with special emphasis on moral, social and professional skills so as to contribute towards socio-economic development of the society.



- The institution makes every effort to uphold the noble mission of its founders to provide high quality and affordable education to learners to all seekers, irrespective of caste, creed or gender.
- The illustrious journey of institution over the last 58 years has produced brilliant administrators, social thinkers, artists, technologists, scientists, teachers, sportsmen, entrepreneurs, etc.
- It is worthy to note preparedness of the college for tech-based/ ICT based teaching-learning process and in general administration to face the multiple challenges of the pandemic as the staff was trained in ICT materials in 2019 itself.
- Several unique practices like UNNATI-A six months personality and Skill Development Program (Since-2003), Entrepreneurship Development Program, Incubation Centre, Certificate Courses, activities under MOU etc. have been contributing to fulfill the needs of skilled human resource of high caliber.
- A deeper sense of social responsibility and community services among students is attained through various service oriented initiatives like health check-up camps for slum areas, blood donation camps, legal aid camp, Chhoti Si Aasha, plastic eradication and cleanliness drives, etc.
- There is a planned ecosystem that promotes research and innovations; creation and dissemination of knowledge, collaborations with academic institutions, industries, corporate firms, Government depts., professional bodies to carry out research and extension activities add extra features to the existing functioning.
- The library is partially automated with modules for acquisition system, cataloguing system, circulating system and Online Public Access Catalogue and also houses the priceless original copy of the Constitution!
- Facilities of a large playground (Dr. Ambedkar College Sports Academy), Canteen, Security equipments, large-sized auditoriums, Seminar Hall, spacious classroom, computes etc. are upgraded and maintained from time to time.

‘Be a Light unto Yourself’ was the last message by the Buddha following which students on board are supported and motivated to discover their hidden potential and abreast for the future.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : Input edited as per given supporting documents.</p>																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>1643</td><td>1534</td><td>1547</td><td>1572</td><td>1533</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>1643</td><td>1534</td><td>1574</td><td>1572</td><td>1533</td></tr></tbody></table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>1815</td><td>1795</td><td>1795</td><td>1795</td><td>1795</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>1815</td><td>1795</td><td>1795</td><td>1795</td><td>1795</td></tr></tbody></table> <p>Remark : Input edited as per given supporting documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1643	1534	1547	1572	1533	2021-22	2020-21	2019-20	2018-19	2017-18	1643	1534	1574	1572	1533	2021-22	2020-21	2019-20	2018-19	2017-18	1815	1795	1795	1795	1795	2021-22	2020-21	2019-20	2018-19	2017-18	1815	1795	1795	1795	1795
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
1815	1795	1795	1795	1795																																					
2.4.2	<p><b><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></b></p> <p><b>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</b></p> <p>Answer before DVV Verification:</p>																																								

2021-22	2020-21	2019-20	2018-19	2017-18
59	59	59	61	61

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
58	56	56	57	58

Remark : Input edited as per given supporting documents.

2.6.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1517	1499	1134	844	847

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1515	1499	1132	843	847

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1560	1572	1154	1069	1125

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1558	1572	1152	1068	1125

3.1.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8.18640	5.12645	6.60484	3.22084	12.07432

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4.48	1.42	2.98	0.42	0.44

Remark : Input edited as per given clarification documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
60	68	60	47	45

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
55	62	57	46	42

Remark : Input edited as per given supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	11	16	07	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	9	13	10	4

Remark : Input edited as per given clarification documents, excluding the days celebration

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

Answer before DVV Verification :  
 Answer After DVV Verification :21  
 Remark : By considering Only Functional MoU input is edited.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26.26986	62.45522	19.50288	26.85661	41.29265

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25.35	13.22	19.50288	26.85661	41.29265

Remark : Input edited as per given clarification documents.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per given supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1517	1499	1134	844	847

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1515	1499	1132	843	847

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	0	23	37	42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	0	14	25	20

Remark : Input edited as per given clarification documents, considering only the University / state/ national / international level award

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
57	70	56	42	41

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
57	66	56	42	41

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

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty**

**development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
194	250	133	91	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
66	66	67	69	69

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
63	63	65	66	67

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
63	63	65	66	67

Remark : Input edited by considering only the teaching staff participated in the FDP

7.1.2

**The Institution has facilities and initiatives for**

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

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

Answer After DVV Verification: B. 3 of the above

Remark : As per given supporting documents input is edited.

7.1.3

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>4354</td><td>4361</td><td>3803</td><td>3826</td><td>3827</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>4326</td><td>4351</td><td>3791</td><td>3816</td><td>3820</td></tr></tbody></table>	2021-22	2020-21	2019-20	2018-19	2017-18	4354	4361	3803	3826	3827	2021-22	2020-21	2019-20	2018-19	2017-18	4326	4351	3791	3816	3820
2021-22	2020-21	2019-20	2018-19	2017-18																	
4354	4361	3803	3826	3827																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4326	4351	3791	3816	3820																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 72</p> <p>Answer after DVV Verification : 74</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>68</td><td>69</td><td>70</td><td>72</td><td>72</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>66</td><td>66</td><td>67</td><td>69</td><td>69</td></tr></tbody></table>	2021-22	2020-21	2019-20	2018-19	2017-18	68	69	70	72	72	2021-22	2020-21	2019-20	2018-19	2017-18	66	66	67	69	69
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68	69	70	72	72																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
66	66	67	69	69																	
3.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>237.05395</td><td>244.15196</td><td>245.93685</td><td>272.81539</td><td>386.79535</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>363.10</td><td>183.19</td><td>318.63</td><td>383.18</td><td>400.47</td></tr></tbody></table>	2021-22	2020-21	2019-20	2018-19	2017-18	237.05395	244.15196	245.93685	272.81539	386.79535	2021-22	2020-21	2019-20	2018-19	2017-18	363.10	183.19	318.63	383.18	400.47
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