



# **SELF STUDY REPORT**

**FOR**

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

**SHIKSHANA PRASARAKA MANDALI'S RAMNARAIN  
RUIA AUTONOMOUS COLLEGE**

**L. NAPOO ROAD, MATUNGA**

**400019**

**[www.ruiacollege.edu](http://www.ruiacollege.edu)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Ramnarain Ruia Autonomous College, established in 1937 by the Shikshana Prasarak Mandali, Pune, is one of the premier institutions situated in central Mumbai. Like its parent body, the College, since its inception, has aimed at building an environment that encourages the spirit of free thinking and imparting quality education to students.

During its glorious journey of over 87 years, the College has achieved many prestigious awards and recognitions, including an 'A+' Grade from NAAC (2017-18) with CGPA 3.70, 'College of Excellence' (UGC), Star College Status (DBT), grant to set up DDU-KAUSHAL Kendra (UGC), DBT-BUILDER grant and RUSA- Component 8 grant. Ruia College became autonomous from the academic year 2017-18 and was recently bestowed with 'Empowered Autonomous Status' by the University of Mumbai.

As one of the prime academic institutions to sign the UN SDG accord, Ruia College expanded its commitment towards sustainability and environmental awareness in 2020.

Ruia College offers a holistic and value-based learning experience to its students in the form of 'Explore, Experience and Excel', through various undergraduate, post graduate, doctoral programmes and vocational skill based certificate programmes that are designed to meet the local, national, and global needs.

The College has implemented the National Education Policy 2020 from the academic year 2023-24 and is committed to provide the students with an enriched and comprehensive skill-based learning experience.

The College has a strong research and consultancy culture that is laid on a foundation of sophisticated infrastructure. The College has extended its global outreach by collaborating with various foreign universities, the Indiana University of Pennsylvania being one prominent collaborator.

The College also takes pride in the buzzing student life that nurtures talent in all forms and contributes to the all-round development of the students.

The Ruia Community firmly believes that a balance between academic, socio-cultural, and economic dimensions in the process of education creates strong, responsible, well-rounded, sensitive, and sensitised individuals. With these values, the students of Ruia are groomed to reach newer heights which is evident in the substantial progression to higher education and its long list of alumni with glorious achievements in different professions.

### **Vision**

To lead as a globally acclaimed Centre for Advanced Knowledge Creation, Research and Innovation with inclusivity and human values at its core and contribute to nation building by transforming students into life-long learners to meet the challenges and demands of the global society.

## **Mission**

To institutionalise practices that create a conducive environment where innovation flourishes; interdisciplinary and trans-disciplinary knowledge is created and productive research is supported to cater to diverse educational needs and inculcate universal human values.

To foster generic and life skills that facilitate multi-dimensional growth of students. Moreover, to encourage them to become informed global citizens capable of adapting and contributing to societal and global needs.

## **Objectives:**

- To develop and conduct academic programmes that enhance competencies in learners for inquiry, research, problem solving and communicating effectively
- To collaborate with regional and global premier research institutions, organizations and businesses to strengthen the education and research culture
- To provide high quality, affordable and inclusive education to all sections of society including various differently privileged groups
- To foster academic and research experiences, develop infrastructure and facilitate internships and recruitment opportunities
- To facilitate capacity building of learners and the teaching fraternity by encouraging creativity, adaptability, and collaboration
- To inculcate skills amongst learners and support their career building towards successful employment / entrepreneurship
- To educate and create awareness amongst the learners about their ethical responsibilities and empathy towards family, society and environment and make them conscious global citizens and leaders of the future

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

### **Institutional Strength**

- Reputation gained through 87 years as an institute that provides academically, socially and culturally enriching value based education
- Continuing the legacy: Empowered Autonomous status and recipient of several national academic recognitions by UGC, RUSA and DBT
- Digital ready institution, with ICT and ERP facilities for all administrative and academic work, defined policies and SOPs wherever needed
- Strong research culture with state-of-art research labs equipped with high-end instrumentation, that has extrapolated to effective consultancy services
- Trained faculty, ready to upskill and implement innovative Teaching-Learning methodologies and leverage our tie up with MSFDA for Teacher Training

- Ample socio-economic and cultural diversity in student population
- Inclusive education through the establishment of a dedicated 'Cell for Students with Special Needs' to cater to learning needs of divyangjan and slow learners, and through dedicated division for Marathi as medium of instruction
- A strong and supportive 'Ruia College Alumni Association'
- Collaborations with reputed institutions, research centres and organizations for augmenting academics and research and to boost student progression through internships

### **Institutional Weakness**

- Limited scope for campus expansion, both horizontally and vertically, due to the geographical constraints of Mumbai
- Significant retirements in the recent past; delayed NOC's from government for new recruitments in teaching as well as non-teaching posts
- Financial constraints as non-salary grant from the government is not received

### **Institutional Opportunity**

- Scope to become a degree granting institution
- Initiate campus expansion to form sub-campus or satellite centre to address space limitations and accommodate future growth
- Expanding student diversity by increasing international student enrolment
- Institution of an 'Academic Chair' and recruitment of additional 'Professors of Practice'
- Introducing
  - Apprenticeship Embedded Degree Programme (AEDP)
  - Dual Degree programmes in collaboration with foreign universities as per recent UGC guidelines
- Enhancing existing academic endeavours
  - Certifications in collaboration with Sector Skill Councils
  - Blended Learning opportunities by offering multi-modal experiences and Life Long Learning

through MOOCs

- Interdisciplinary and multidisciplinary learning by strengthening tie up with nearby institutions and offering multitude of electives under NEP
- Strengthening
  - Skill based education for better Graduate Outcomes
  - Collaborations with industry and institutions and developing a multi-stakeholder ecosystem
  - Entrepreneurship and professional development ecosystem

### **Institutional Challenge**

- Upgradation of digital infrastructure facilities in keeping pace with fast changing technology
- Financial self-sufficiency to make all activities sustainable
- Attracting students to conventional courses and basic sciences, in an educational environment that offers several professional courses
- Financial sustenance of new courses due to limited scope for fee revisions
- Effective bridging of industry-academia gap, with ever evolving technologies demanding new skill sets in job seekers
- Placement of all UG students for on-job training as per NEP since the required industrial opportunities are still evolving
- Offering science subjects in regional languages as envisioned in NEP due to still growing resource material and vast linguistic as well as socio-political diversity of the region

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The curricula of Ruia College are designed to align with the Vision, Mission and Goals of the College. It is developed, and implemented through a structured process which involves feedback from all the stakeholders and a skill-gap analysis. Specific Learning Outcomes (POs and COs) are aligned to the NEP-2020 and National Credit Framework (NCrF).

Contextual needs (Local to Global) as well as content as per the NEP 2020 are presented through Courses such as:

- Significance of local and regional plants in festivals of Maharashtra
- Emergence of New Geopolitical Equations in Maharashtra Politics
- Heritage Tourism in Maharashtra
- Indian Economy: Contemporary Concerns
- Nutrition, Public Health, and Hygiene Courses
- Green Chemistry
- Modules on Carbon Footprint, Carbon Credits, Global Warming

In the past five years, the College introduced three new PG programmes

- MA in Clinical Psychology
- MA in Political Science with specialization in International Relations
- MA in Philosophy with specialization in Philosophical Counselling and Logic-Based Therapy

In the last Five Years, 68% new courses and 170 certificate/ value added courses have been introduced that aim at enhancing creativity, vocational skills, student employability and entrepreneurship skills. The College has established the 'Ruia Professional Development Centre' in January 2024 to offer courses for upskilling and enhancing employability of students.

Following are examples of such courses:

- Entrepreneurship and Business Management
- Computations with Scilab
- Creative Writing Skills
- Innovation, Incubation and Entrepreneurship Certificate Course
- Emotional Management through Logic-based Thinking
- Gene Editing Tools in Medicine and Biotechnology

Even prior to the implementation of NEP, the College had introduced internship as a component in PG programmes. Under the NEP, baskets of choice-based electives are offered and all programmes now have

components on skill development and experiential learning. Nearly 94% of the programmes at the College have components of field projects, research projects or internships.

As envisioned in its goals, the College instills core human values in the students by incorporating critical cross-cutting themes like ethics, gender equality, human values, mental health and sustainability into all of its programmes.

### **Teaching-learning and Evaluation**

Student enrolment in Ruia College has been consistently around 83% across all programmes (Reserved categories 73%). The divergent enrollment of students from different backgrounds including differently abled students aligns with the motto of the parent body, "Education for all".

To ensure that diverse learning needs of students are addressed and inclusivity is maintained, the College focuses on Orientation and Induction programmes, Mentor-Mentee system and assessment of learning levels. Remedial classrooms and laboratory sessions are organised for students with differential learning needs. For the visually challenged, audio-books and books in braille are made available. Advanced learners are motivated to take up research projects, nominated for Research Innovation Competitions and International Training programmes.

A variety of teaching-learning pedagogies that include interactive methods (mock parliaments, role plays, group presentations, debates), projects and internships with the aim of inculcating higher order thinking and conducting academic festivals help in maintaining student-centricity and providing students with a multidimensional learning experience. Various ICT tools, virtual classrooms, virtual laboratories and presentation software have been effectively used. More than 40% of faculty are PhD and the average teaching experience of full time teachers is more than 14 years, making the learning experience more effective.

To ensure a structured and methodical delivery of the learning experience, an academic calendar is prepared with stakeholder involvement and inter-twining of all activities and programmes for the academic year. The academic diary is an effective tool developed by the College for teachers to make teaching plans and maintain records.

Evaluation systems are optimized for quick and error-free assessment and result declaration (average 16 days). Reforms in assessment include increasing the number and variety of internal assessments like assignments, project work and field work. The inclusion of formative assessment for laboratory work is another noteworthy reform.

IT integration in evaluation systems through the ERP (Enterprise Resource Planning) lead to efficient records repository, management and retrieval. Students Diary is a personalised App for students to access exam related information and data, apart from the College website.

Learning Outcomes have been appropriately articulated, assessed through institutionally prepared rubrics and their attainment is evaluated.

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

Ruia College has a strong legacy of research, well-equipped laboratories for advanced research and a well-established academia- industry linkage.

The continued performance in research led to awarding of grants amounting to more than Rs. 1000 lakhs from DBT, RUSA, DST –SERB, which has been utilised for renovation of laboratories and procurement of modern equipment to support the research activities.

Funds were also generated from a very vibrant industry-academia collaboration (Rs. 56.2 lakhs) in form of consultancies, training and industry sponsored research projects.

To ensure quality research, Ruia College has drafted a Research Policy, Code of Ethics and a policy on Intellectual Property Rights. The research activities have also been encouraged and promoted by awarding seed money of Rs. 21 lakhs.

To further strengthen research and to aid in student progression, the College has collaborated with 33 National and International organisations that support research projects, internships, training and placement of students.

The College has 31 recognized research guides across 12 research centres in the College. In the last five years, the faculty has published 160 research papers in UGC care listed and peer reviewed journals which have been well cited by the research community. A total of 71 contributions as books and book chapters have been made by the faculty across the streams.

Research projects aligning with traditional Indian Knowledge Systems as well as based on novel ideas are encouraged by the College. Consequently, in the last Five Years, 196 student teams have participated in events like the 'Avishkar' Research Convention hosted by University of Mumbai. Ten of the projects have received honors, and the College has twice received accolades for the overall performance.

Institutional Innovation Cell (IIC) promotes innovation through contests and training. Moreover, the Intellectual Property Cell (IPC) has filed four patents, out of which a patent for Biodegradable sanitary material is granted, and another is published, in the last five years

Over 130 extension and outreach programmes conducted by the students through NSS, NCC and Rotary Club and through prestigious grants received for outreach have helped to raise social consciousness among our students.

### **Infrastructure and Learning Resources**

The College building is well maintained and equipped with 54 classrooms, 54 laboratories, 2 auditoria, library, canteen, gymnasium, common rooms and an administrative section, all equipped with ICT facilities.

Special laboratories for interdisciplinary work, facilities for research, training and consultancy; and others like Language Laboratory, Travel Desk Simulation Laboratory, Centre for Students with Special Needs and Multimedia centre are available.

The College places a strong emphasis on holistic growth, and hence provides facilities for extracurricular activities like cultural events and performing arts. There is a facility of a well- equipped gymnasium and facility to train in different sports.



In the last five years, the College has spent more than Rs. 1083 lakhs which is about 33% of the non-salary expenditure of the College on infrastructure development.

The College library houses a collection of more than 1.3 lakh books and a separate section of rare books.

Entire library management is computerised and automated using the Software for Library Management (SLIM). The library provides access to e-content through the Government of India's INFLIBNET N-LIST e-consortia. In the last five years, the College spent more than Rs.20 lakhs for purchase of library resources.

An efficient IT infrastructure, offering a dedicated 100 Mbps leased line connection for Wi-Fi, makes the facility adequate to fulfill all the present needs of teaching, learning and evaluation.

This facility allows optimal usage of the interactive learning devices and video conferencing facility for teaching learning and the ERP system for administrative work. The Student: Computer ratio of the College is 8:1.

The College has a well-equipped audio-video centre with sound mixers and microphones and a lecture recording facility. Recognizing the significance of e-content in teaching pedagogy, the faculty at the College have prepared 348 e-content modules and launched them on different platforms.

A comprehensive policy for optimal usage of infrastructure is in place. The upkeep and usage of all infrastructure in the College is ensured through a 'Usage and Maintenance Procedure'. The College spends 43% of its non-salary expenditure for maintaining its physical facilities and academic support facilities.

### **Student Support and Progression**

The students of Ruia College exhibit remarkable academic and professional success, progressing to influential roles in various fields. This achievement is a result of a robust network of assistance and support provided by the College, throughout their academic journey. The College has been instrumental in providing over 3000 scholarships and freeships to more than 20% of its students, including scholarships under the 'Each-One-Adopt-One' scheme of the College.

Support for academic progression is given through the Ruia Academy of Competitive Examinations(RACE), which conducts programmes to familiarize students with competitive exams. Through a comprehensive training for entrance examinations in biological sciences, 'Vyakhya', conducted by the Microbiology department, 30 students got admitted to institutions like TIFR, IIT, IBAB. In the last five years, about 40% of students got placed and advanced to higher education, and 228 students have qualified for various state and national level examinations.

The Career Guidance and Placement Cell organizes skills training to help enhance students' employability and entrepreneurial skills and provides support for placements.

A duly constituted Ruia Student Council (RSC) organises sport events, competitions, cultural activities and academic festivals, that provide platforms for exhibiting student talents. The College supports and trains students for extracurricular activities and, in the last five years, more than 300 students achieved notable success in sports and cultural events at university, state, national, and international levels.

The College has a Student Grievance Redressal Committee, Anti-ragging Committee and Internal Complaints Committee to address students' grievances. The policies and practices of grievance redressal at the campus and the zero-tolerance approach to sexual harassment and ragging is notified on the College website. The same is assured with a well-structured system that strives to provide timely redressal for all the grievances.

The College ensures adequate student representation in committees such as CDC, IQAC, ICC, Student Grievance Redressal Committee, and Equal Opportunity Cell.

The Ruia College Alumni Association (RCAA), registered under section 8 of Companies Act, actively participates in College development. The alumni of Ruia College have contributed Rs. 83 lakhs for infrastructure development, scholarships, seed money for research and awards in the last five years.

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

As a result of its consistent performance and excellence in the quality of its services, the College has been conferred Empowered Autonomous status, after obtaining Autonomy in 2017. The College is a recipient of the RUSA Component 8 grant for infrastructure upgradation and the DBT-BUILDER grant to support research by post-graduate students. Ruia College has now transitioned to the new teaching-learning requirements as envisaged under the National Education Policy-2020, whereby it offers several baskets of choice-based electives with a cross-disciplinary and interdisciplinary approach.

The Principal of the College is ably supported by statutory bodies like the Governing Council, Academic Council, College Development Committee, IQAC and BoS and also the other office bearers, HoD's and members of different committees. They aid in strategizing and implementing various developmental and academic programmes as envisioned in the strategic as well as yearly plans.

Implementation is streamlined with integration of e-governance in the operations.

The College has a robust appraisal system for faculty that is supplemented by feedback from stakeholders. The College has also established systems for welfare of its personnel that encourages, supports and motivates its staff for professional development. In the last five years, 176 teachers were given financial support for attending conferences and workshops, while 90 teachers attended FDP's.

Financial support for infrastructural development and maintenance is given by the College management and is also mobilized through grants from Governmental agencies. Alumni, philanthropic individuals and organisations and well-wishers have helped in upgradation of facilities and support to needy students.

Regular internal and external audits are mandatorily carried out to ensure optimal and judicious utilization of funds and transparency.

The College has an active Internal Quality Assurance Cell that is instrumental in institutionalising practices that would lead to institutional excellence. In the last five years, IQAC conducted 68 programmes for upskilling and capacity building for the staff and students. IQAC has formulated policies in all areas of functioning. It also conducts audits, collects feedback and measures outcomes to ensure that standards are maintained at all levels.

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

In tune with its vision-mission, Ruia College strives to foster skills that facilitate multi-dimensional growth of students with human values and inclusivity at its core.

The College has created infrastructure and processes that ensure a safe and secure environment for all students, like strengthening security and installing additional CCTV cameras. The College has ramps as well as divyangjan-friendly toilets. Facilities like sanitary napkin dispensers and their hygienic disposal are also availed on the campus.

The increasing representation of female students in leadership roles of the student council and other student bodies has boosted their empowerment. Inclusion of topics on women rights and gender neutrality in the curriculum and multifaceted initiatives have helped in creating awareness about the significance of equality.

The College also promotes harmony and brotherhood towards regional, communal and socioeconomic diversity and instills a feeling of inclusiveness in the students. There is no discrimination in all student centric processes, beginning from admission to offering scholarships. The provision of Equal Opportunity Cell has been introduced to ensure the same.

In alignment with its commitment to Sustainable Development Goals (SDGs), the College actively engages in practices that contribute to sustainability and inculcate values along with a sense of pride and responsibility in the students.

The College has installed a biogas plant, compost pits, solar energy panels (50 kWh solar photovoltaic) and rainwater harvesting system (ring well) as environment friendly practices.

Energy conservation activities (use of LED lamps), waste recycling (making notepads out of recycled paper), green practices (reducing plastic waste), and activities like completing Energy Literacy Training, talks and workshops on environmental consciousness are some of the initiatives that highlight our commitment towards a greener world. Furthermore, IQAC conducts Gender Audit, Environment, Energy and Green Audits to assess the effectiveness of these practices.

Through activities like celebration of national days, *Azadi Ka Amrit Mohotsav*, *Ek Bharat Shreshtha Bharat Abhiyan*, campaigns for voter registration, blood donation drives, the College strives to instill in students a sense of nation-building and to equip them to be responsible and aware citizens who uphold the principles outlined in the Constitution.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Shikshana Prasarak Mandali's Ramnarain Ruia Autonomous College
Address	L. Napoo Road, Matunga
City	Mumbai
State	Maharashtra
Pin	400019
Website	<a href="http://www.ruiacollege.edu">www.ruiacollege.edu</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Anushree Lokur	022-69186205	9821331914	-	principal@ruiacollege.edu
IQAC / CIQA coordinator	Ashwini Deshpande	022-69186201	9819249097	-	iqac@ruiacollege.edu

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	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-06-1937

Date of grant of 'Autonomy' to the College by UGC	28-02-2017			
<b>University to which the college is affiliated</b>				
<b>State</b>	<b>University name</b>		<b>Document</b>	
Maharashtra	University of Mumbai		<a href="#">View Document</a>	
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>		<b>View Document</b>	
2f of UGC	14-11-1959		<a href="#">View Document</a>	
12B of UGC	15-12-2015		<a href="#">View Document</a>	
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	09-08-2010
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	College of Excellence UGC
Date of recognition	13-02-2014

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	L. Napoo Road, Matunga	Urban	2.57	17359

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BA, English, English	36	HSC	English	50	35
UG	BA, Hindi, Hindi	36	HSC	English, Marathi	10	6
UG	BA, Marathi, Marathi	36	HSC	English, Marathi	55	19
UG	BA, Marathi, History Marathi	36	HSC	English, Marathi	12	10
UG	BA, Sanskrit, Sanskrit	36	HSC	English	15	12
UG	BA, French, French	36	HSC	English	10	8
UG	BA, Economics, Economics	36	HSC	English	70	70
UG	BA, Economics, Economics History	36	HSC	English, Marathi	10	8
UG	BA, Political Science, Political Science Marathi	36	HSC	English, Marathi	12	10
UG	BA, Political Science, Political Science	36	HSC	English	65	55

UG	BA,Political Science,Economics Political Science	36	HSC	English,Marathi	10	10
UG	BA,Philosophy,Philosophy	36	HSC	English	30	30
UG	BA,Psychology,Psychology	36	HSC	English	25	25
UG	BA,History,History Political Science	36	HSC	English,Marathi	10	10
UG	BA,History,History	36	HSC	English,Marathi	65	55
UG	BA,Commerce,Economics Commerce	36	HSC	English	10	10
UG	BA,Communication And Media,Communication and Media	36	HSC	English,Marathi	120	101
UG	BSc,Physics,Physics	36	HSC	English	35	29
UG	BSc,Chemistry,Chemistry	36	HSC	English	120	108
UG	BSc,Botany,Botany	36	HSC	English	30	12
UG	BSc,Zoology,Zoology	36	HSC	English	35	32
UG	BSc,Microbiology,Microbiology	36	HSC	English	35	32
UG	BSc,Life Science,Life Science	36	HSC	English	35	25

UG	BA,Mathematics,Mathematics	36	HSC	English	4	4
UG	BA,Mathematics,Economics Mathematics	36	HSC	English	5	5
UG	BSc,Mathematics,Mathematics	36	HSC	English	35	12
UG	BA,Statistics, Economics Statistics	36	HSC	English	12	12
UG	BSc,Statistics, Statistics	36	HSC	English	35	35
UG	BSc,Biochemistry,Biochemistry	36	HSC	English	45	20
UG	BSc,Biotechnology,Biotechnology	36	HSC	English	42	38
UG	BSc,Computer Science And Information Technology, Computer Science	36	HSC	English	61	61
UG	BVoc,Tourism And Travel Management,Tourism and Travel Management	36	HSC	English	50	20
UG	BVoc,Pharmaceutical Analytical Science,Pharmaceutical Analytical Science	36	HSC	English	50	0



PG	MA,Political Science,Political Science	24	Graduation	English	25	12
PG	MA,Philosophy,Philosophy	24	Graduation	English	25	6
PG	MA,Psychology,Clinical Psychology	24	Graduation	English	25	22
PG	MSc,Physics,Physics	24	Graduation	English	12	5
PG	MSc,Chemistry,Physical Chemistry	24	Graduation	English	5	3
PG	MSc,Chemistry,Organic Chemistry	24	Graduation	English	23	23
PG	MSc,Chemistry,Inorganic Chemistry	24	Graduation	English	5	0
PG	MSc,Chemistry,Analytical Chemistry	24	Graduation	English	21	21
PG	MSc,Botany,Botany	24	Graduation	English	12	7
PG	MSc,Zoology,Zoology	24	Graduation	English	12	11
PG	MSc,Microbiology,Microbiology	24	Graduation	English	23	23
PG	MSc,Life Science,Life Science	24	Graduation	English	12	10
PG	MSc,Biochemistry,Biochemistry	24	Graduation	English	20	19
PG	MSc,Biotechnology,Biotechnology	24	Graduation	English	27	27

PG	Integrated(PG),Bioanalytical Sciences, Bioanalytical Sciences	60	HSC	English	60	48
PG	MSc,Bioanalytical Sciences,Bioanalytical Sciences	24	Graduation	English	20	12
PG	MSc,Computer Science And Information Technology,Information Technology	24	Graduation	English	21	21
PG	MSc,Computer Science And Information Technology, Computer Science	24	Graduation	English	40	39
Doctoral (Ph.D)	PhD or DPhil ,English,English	60	Post Graduation	English	5	4
Doctoral (Ph.D)	PhD or DPhil ,Hindi,Hindi	60	Post Graduation	English	8	5
Doctoral (Ph.D)	PhD or DPhil ,Sanskrit,Sanskrit	60	Post Graduation	English	5	1
Doctoral (Ph.D)	PhD or DPhil ,History,History	60	Post Graduation	English	10	8
Doctoral (Ph.D)	PhD or DPhil ,Physics,Physics	60	Post Graduation	English	6	5
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	60	Post Graduation	English	60	25
Doctoral	PhD or DPhil	60	Post	English	10	6

(Ph.D)	,Botany,Botany		Graduation			
Doctoral (Ph.D)	PhD or DPhil ,Zoology,Zoology	60	Post Graduation	English	20	2
Doctoral (Ph.D)	PhD or DPhil ,Microbiology, Microbiology	60	Post Graduation	English	10	5
Doctoral (Ph.D)	PhD or DPhil,Life Science,Life Science	60	Post Graduation	English	6	4
Doctoral (Ph.D)	PhD or DPhil ,Biotechnology,Biotechnology	60	Post Graduation	English	5	2
Doctoral (Ph.D)	PhD or DPhil ,Bioanalytical Sciences,Bioanalytical Sciences	60	Post Graduation	English	10	4

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	8				26				57			
Recruited	4	4	0	8	11	15	0	26	19	9	0	28
Yet to Recruit	0				0				29			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				56			
Recruited	0	0	0	0	0	0	0	0	10	46	0	56
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				107
Recruited	58	8	0	66
Yet to Recruit				41
Sanctioned by the Management/Society or Other Authorized Bodies				50
Recruited	40	10	0	50
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	4	0	10	14	0	9	11	0	52
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	1	0	17	27	0	46
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	17	0	19
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	28	38	0	66

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	805	11	0	0	816
	Female	1846	24	0	3	1873
	Others	0	0	0	0	0
PG	Male	163	4	0	0	167
	Female	349	4	0	0	353
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	29	0	0	0	29
	Female	42	0	0	0	42
	Others	0	0	0	0	0
Certificate / Awareness	Male	25	0	0	0	25
	Female	115	0	0	0	115
	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	181	212	224	169
	Female	329	363	360	333
	Others	0	0	0	0
ST	Male	27	48	40	27
	Female	35	42	42	46
	Others	0	0	0	0
OBC	Male	209	231	216	195
	Female	454	464	433	443
	Others	0	0	0	0
General	Male	593	527	500	519
	Female	1401	1259	1169	1158
	Others	0	0	0	0
Others	Male	98	142	135	95
	Female	165	220	178	176
	Others	0	0	0	0
Total		3492	3508	3297	3161

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS



Department Name	Upload Report
Bioanalytical Sciences	<a href="#">View Document</a>
Biochemistry	<a href="#">View Document</a>
Biotechnology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Communication And Media	<a href="#">View Document</a>
Computer Science And Information Technology	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
English	<a href="#">View Document</a>
French	<a href="#">View Document</a>
Hindi	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Life Science	<a href="#">View Document</a>
Marathi	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Microbiology	<a href="#">View Document</a>
Pharma Analytical Science	<a href="#">View Document</a>
Philosophy	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Political Science	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Sanskrit	<a href="#">View Document</a>
Statistics	<a href="#">View Document</a>
Tourism And Travel Management	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Ruia College recognizes the significance of multidisciplinary education in nurturing well-rounded individuals equipped to tackle complex challenges. The College offers Generic Electives that foster cross-disciplinary learning opportunities. E.g. Students of Arts discipline are offered Generic Electives like Basic Astronomy, Chemistry in Everyday Life, Plants in Festivals of Maharashtra whereas Science students are offered Generic electives like Basics of Critical Thinking, Know Your Finances, Entrepreneurship Management.
2. Academic bank of credits (ABC):	To adhere to NEP 2020's vision of a flexible credit-based system, Ruia College has diligently worked towards establishing a Cell for the Academic Bank of Credits. Registration of students on the Academic Bank of Credits is ongoing.
3. Skill development:	Ruia College prioritises the enhancement of vocational skills and soft skills essential for students' holistic development and employability. To facilitate the Industry-Academia linkage, Ruia College has recently appointed three 'Professors of Practice,' distinguished industry professionals tasked with mentoring students to enhance their industry readiness. Additionally, the College fosters a conducive ecosystem for entrepreneurial ventures, providing mentorship and seed money funding for novel research. Every department from Arts and Science has identified and designed a Vocational Skill Course that offers skilling in the respective subject area. For e.g. Basic Instrumental Analysis (Chemistry) Techniques for Control of Microorganisms (Microbiology), Entrepreneurial Botany (Botany), Nutritional Biochemistry (Biochemistry). Furthermore, Skill Enhancement Courses (SECs) offer specialised training to enhance employability and entrepreneurial skills, thus ensuring a comprehensive educational experience. Few examples of Skill Enhancement courses offered to Science students are Mushroom cultivation, Basics of fishery and Karyalayeen Hindi, Basic Sanskrit Grammar & Writing Skills, Writing for Research, Script writing are few examples of Courses offered by Arts Faculty.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Ruia College recognizes the rich heritage of Indian knowledge systems and endeavours to integrate it into the curriculum as per NEP 2020 directives. Ruia

College has embarked on a groundbreaking initiative to design a curriculum that integrates the rich tapestry of ancient Indian knowledge systems into modern education. This innovative syllabus encompasses various facets of India's cultural, philosophical, and scientific heritage, offering students a comprehensive understanding of their roots while nurturing critical thinking and interdisciplinary learning. Here's a glimpse into the content of this pioneering syllabus:

**Ancient Indian Education System – Gurukula Tradition and Ancient Indian Universities:** The curriculum delves into the ethos of the Gurukula system, emphasising the profound teacher-student relationship and the holistic approach to education encompassing moral, spiritual, and intellectual development. Additionally, students explore the legacy of ancient Indian universities like Nalanda and Takshashila, understanding their role as centers of learning and intellectual exchange that transcended geographical boundaries.

**Ancient Indian Religious, Political, and Economic Thought:** Students delve into ancient Indian philosophical and political treatises such as the Arthashastra, Manusmriti, and Bhagavad Gita, gaining insights into governance, ethics, and socio-economic principles. By studying these texts, students cultivate a deeper understanding of India's cultural and intellectual heritage, enabling them to critically engage with contemporary socio-political issues.

**Art, Science, and Technology in Ancient India:**

**Ancient Indian Language, Literature, and Aesthetics:** The syllabus explores the rich linguistic and literary heritage of India, including Sanskrit literature, poetry, and aesthetic theories. Through the study of ancient Indian languages and literature, students develop a nuanced appreciation for cultural diversity, linguistic nuances, and aesthetic sensibilities.

**Ancient Indian Art and Architecture:** Students delve into the architectural marvels of ancient India, such as the temples of Khajuraho and the Ajanta-Ellora caves, examining their intricate craftsmanship and spiritual symbolism. By studying ancient Indian art and architecture, students understand the cultural, religious, and historical contexts that shaped India's artistic heritage.

**Ancient Indian Sciences, Technology, and Medical Tradition - Ayurveda:** The curriculum explores the holistic healthcare system of Ayurveda, emphasising natural healing methods, preventive medicine, and the

	<p>interconnectedness of mind, body, and spirit. Students gain insights into the principles of Ayurveda and their relevance to modern healthcare practices, fostering a holistic approach to health and well-being. Ruia College's innovative syllabus design represents a pioneering effort to integrate ancient Indian knowledge systems into modern education, fostering a deeper understanding of India's cultural heritage and promoting interdisciplinary learning. By embracing the wisdom of the past, students are empowered to navigate the complexities of the present and contribute meaningfully to a sustainable and inclusive future.</p>
5. Focus on Outcome based education (OBE):	<p>In adherence to NEP's emphasis on outcome-based education, Ruia College has adopted a student-centric approach focused on measurable learning outcomes. By defining clear learning objectives, competencies, and assessment criteria, the College ensures that educational processes are aligned with desired learning outcomes. Regular feedback mechanisms e.g. feedback on curriculum from peers, students, industry personnel, continuous evaluation enable iterative improvements, enhancing the efficacy and relevance of educational programs in meeting evolving societal needs. The commitment of Ruia College towards outcome-based education is evident through a structured approach that begins with clearly defining specific, measurable learning outcomes for each program and course. These outcomes serve as the foundation upon which the curriculum, assignments, assessments, and instructional methods are based, ensuring that every component of the educational experience contributes to the achievement of these intended outcomes. Through authentic and varied assessment methods, data on student performance is collected and analysed to determine the extent to which students have attained the desired learning outcomes. This data-driven approach allows continuous evaluation and improves curriculum delivery, instruction, and assessment practices, thus ensuring that students receive a high-quality education that prepares them for success in their academic and professional pursuits. Moreover, feedback from stakeholders helps to validate the effectiveness of the outcome-based approach and use this input to further refine and enhance the educational experience. In summary, Ruia College's</p>

	proactive efforts highlight its dedication to achieving the transformative goals set forth in NEP 2020. Through promoting interdisciplinary education, enabling skill enhancement, incorporating indigenous knowledge frameworks, and adopting outcome-driven educational approaches, the institution stands out as a model of comprehensive learning and creativity, ready to mould forthcoming cohorts of adaptable and socially conscious leaders.
6. Distance education/online education:	<ul style="list-style-type: none"> <li>• The use of ICT in education contributed a lot to teaching learning reforms and assessment activities. Teachers use blended learning methods</li> <li>• Some modules of a few courses are taught in online mode</li> <li>• Students are encouraged to enrol for MOOC courses from SWAYAM NPTEL and Coursera.</li> <li>• E-content is developed by teachers for teaching some modules of the courses</li> <li>• Google Classroom is used by the faculty for knowledge sharing and assessment</li> <li>• The library has provided N-LIST, through which students can access e-books and e-Journals</li> <li>• College has initiated On Screen Marking for online assessment of answer sheets</li> <li>• Preparation for offering distance education programs at the institute level is in process</li> </ul>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy club has been set up in the college in the academic year 2023-24.
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?	It is a 7-member body composed of student's representative, NSS representative and teacher's representatives.
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.	The ELC in collaboration with NSS conducted many activities in the academic year 2023-24. The NSS Unit organized another activity under Project 'Being Indian'. Different intercollegiate competitions were organized such as Voter Awareness Reel Making, Voter Awareness poster Making, and Voter Awareness Slogan Competition. The purpose of these activities was to spread awareness about voting among the younger generations. The reel making activity aimed at highlighting the importance of voting through short reels. This activity made

	<p>efficient use of social media to raise awareness about voting. It was a collaborative activity with other colleges participated to spread more awareness. These reels served as a creative and engaging way to convey the significance of exercising one's democratic right to vote. Voter Awareness Poster Making Activity was conducted under which the students were tasked with creating posters advocating voting awareness among college students, in their college campus and the local community. These posters were then utilized in public spaces to amplify awareness about the significance of voting. The primary objective of the activity was to design digital posters with voter awareness content, printing them, and strategically placing them in high-visibility areas for maximum impact. Voter Awareness Slogan Activity focused on creating slogans to raise awareness about voting. The objective was to engage participating colleges in crafting impactful slogans that would resonate with the audience and encourage them to prioritize their civic duty.</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>The NSS Volunteers organized several unique activities. One such activity was Street Play. A street play competition was organised which featured street plays on the topic "Voting: Right or Social Pressure." Four teams showcased street plays on the topic, successfully disseminating awareness about the importance of voting and encouraging thoughtful consideration.</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>With the active involvement of NSS student volunteers the drive for the enrolment of voters was undertaken. Volunteers were provided a detailed guidance for registration through online mode through the website: <a href="https://voters.eci.gov.in/">https://voters.eci.gov.in/</a> . This online mode of registration was started by the government in the year . Volunteers not only registered for their own Voter ID, but also encouraged others to register for it. This service was started by the government of India on the occasion of National Voters day i.e. 25th January, 2015. Impact and beneficiaries of the activity – Those who did not have their Voter ID Cards, successfully registered for the same and also encouraged other people from their locality to do so.</p>

## Extended Profile

### 1 Students

#### 1.1

##### Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3209	3161	3297	3508	3492
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

##### Number of final year outgoing students year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
991	929	1054	1266	1100
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
118	125	121	125	113
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		

**2.2**

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 161**

File Description	Document
Provide Links for any other relevant document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3 Institution****3.1**

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
706.55	1030.63	231.76	181.40	420.32
File Description			Document	
Provide Links for any other relevant document			<a href="#">View Document</a>	
Other Upload Files				
1		<a href="#">View Document</a>		



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution**

##### **Response:**

Ramnarain Ruia Autonomous College has consistently developed its curricula to cater to the local, regional, national and global needs. The curriculum addresses the Graduate Attributes outlined by the UGC, the NEP 2020 and the National Curriculum Framework along with United Nations' Sustainable Development Goals 2030.

The curricula are designed, developed and implemented through a structured process which involves feedback from the stakeholders and a skill-gap analysis. They are tailored to meet specific Graduate Attributes (GA), Programme Outcomes (POs) and Course Outcomes (COs). The evaluation processes ensure that outcomes contribute to the development of students.

##### **Relevance of Curricula to Local and Regional Needs**

The College ensures that students comprehend the environment by incorporating courses and activities that reflect the unique cultural, political, and ecological context of Maharashtra. Considering the significance of local language and education, the College offers BA and BACM in Marathi medium. Other key examples include:

? Course titled 'Significance of local and regional plants in festivals of Maharashtra' points to the cultural importance of native flora.

? 'Emergence of New Geopolitical Equations in Maharashtra Politics' examines the dynamic political landscape of Maharashtra

? Course titled 'Heritage Tourism in Maharashtra' delves into the rich historical and cultural heritage of Maharashtra.

? Pharma Analytical Sciences and Bioanalytical Sciences Programmes are developed to meet the regional demand for skilled workforce in the pharma sector.

##### **Relevance of Curricula to National Needs**

The curricula are designed to align with national priorities with areas sharing the sustainable development and well-being of our nation. Key examples include:

- Course on 'Indian Economy: Contemporary Concerns' helps students study the policies related to the Indian economy.
- Courses on Environmental Conservation and Biodiversity by biological sciences departments inculcate the need to preserve India's diverse ecosystems.
- Nutrition, Public Health, and Hygiene Courses by biological science departments cater to essential knowledge and skills to improve public health.
- Green Chemistry approaches by the Chemistry Department highlights the need to reduce usage of hazardous chemicals for a better environment.
- **Relevance of curricula to Global needs**
- The College curriculum addresses the global challenges and opportunities, preparing students to engage with issues that impact the international community. Key examples include:
  - Masters in Political Science with specialization in International Relations equips students with the knowledge of global politics, diplomacy and cooperation.
  - Masters in Philosophical Counselling with specialization in Logic-Based Therapy, contributes to global advancements in psychological well-being.
  - The Non-Conventional Energy Resources course focuses on reducing dependency on fossil fuels and advancing India's energy security goals.
  - Modules on Carbon Footprint, Carbon Credits, Global Warming introduce students to the impact of human activities on climate change and strategies to regulate global warming.

Thus, the well-crafted curricula integrate interdisciplinary courses addressing local, national, and global needs and ensure attainment of Programme Outcomes (PO) and Course Outcomes (CO) consistently. The College fosters a holistic educational experience that encourages students to be conscientious and socially responsible individuals, prepared to face complex challenges and contribute positively to the world at large.

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

### 1.1.2

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

#### **Response:**

In the last 5 years, the College actively responded to the demands of the job market by introducing 68% new employability and entrepreneurship centred courses. These courses are designed and revised to equip students with practical knowledge that meets contemporary industry standards and contribute meaningfully to their professions. Students are prepared for traditional career paths as well as entrepreneurial ventures, enabling them to thrive in a competitive global environment. Few key examples:

- **Skill-Oriented programmes:** B.Voc programmes in Tourism and Travel Management, Pharma Analytical Sciences and GreenHouse Management have 60% weightage to skill component. These programmes along with BSc and MSc in Computer Science and Bioanalytical Sciences and bachelors programme in Communication and Media are specifically designed to generate human resources ready for employment by industries and for self-employment.
- All UG programmes included subject specific skill development courses like Investment Analysis, Marine Sciences, Journalism, Operations Research, Applied Biotechnology, Horticulture as **Applied Components**, much before NEP was implemented. These courses helped in enhancing practical and industrial competencies.
- **Internship, Research, and Field Projects:** All PG programmes have internship and research projects as mandatory components which lead to research or job opportunities.

With NEP implementation, field projects have become an integral part of UG and PG programmes.

Examples of field projects undertaken by students:

- BA (Sanskrit): Preparing Meta-data of 200 manuscripts in the College Library and 70 manuscripts in Oriental Institute Library, Thane
- BA (Economics-Commerce): Building consumption preference profile of F-North ward, Mumbai.
- MSc (Biotechnology): the project titled 'Tackling Ever Increasing Construction Waste Material by Degrading Bacteria' won a gold medal at the Intercollegiate *Avishkar* Convention.

Examples of subject specific **Skill Enhancement and Vocational Skill Courses** introduced under NEP include, R-programming, Entrepreneurial Botany, Digital Marketing, Introduction to Fisheries, Forensic Sciences, Open Source Technologies, Creative Writing, Professional French, Quantitative Techniques of Economic Analysis, Interviewing Skills and Translation Studies.

- **Institutional Skill Development and Certificate Courses:** In the last five years, various Departments have offered 63 value added and skill based courses such as the Python Programming, Introduction to Indology, Introduction to Public Policy, Archive Management, Aquascaping and Interiorscaping, Geropsychology, Film Appreciation, Techno-commercial Aspects of Urban Farming, Food Science and Quality Control, Marital and Family Therapy, Gene Editing Tools in Medicine and Biotechnology, Financial Accounting and several Foreign language courses.
- In January 2024, the College established '**Ruia Professional Development Centre**', with the aim to fill the skill gaps and enable students for evolving educational and professional landscape driven by Industry 4.0
- **Integration of Life Skills and Human Values:** Till 2022, the compulsory course titled 'Foundation Course' and a course on 'Gandhism' had modules on life skills and human values. Also, a course on 'Moral Psychology' and modules on 'Research Ethics' and a course on 'Emotional Management Through Logic-Based thinking' for PG students included life-skills modules to prepare students for the industry concomitant with human values.
- **Appointment of Professors of Practice:** Three Professors of Practice in Science help to bridge the gap between academia and industry.

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

<b>1.2.1</b>  <b>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</b>  <b>Response:</b> 68.05	
<b>1.2.1.1 Number of new courses introduced during the last five years:</b>  <b>Response:</b> 1048	
<b>1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</b>  <b>Response:</b> 1540	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

<b>1.3.1</b>  <b>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum</b>  <b>Response:</b>  The College adheres to the vision of its parent body, S. P. Mandali, which advocates for fostering a	
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culture of free thinking and delivering high-quality education to all. Embracing a diverse socio-political, cultural, and economic landscape, the institution has tailored its curriculum to reflect and address these dynamics. By aligning curriculum with the global demands, students are prepared to be competent, adaptable, and responsible citizens. To this end, the curricula have been meticulously crafted to encompass key cross-cutting issues such as Professional Ethics, Gender Equity, Human Values, Environment and Sustainability.

- The 'Centre for Logic Based Therapy and Consultation' offers multiple courses for the undergraduate and postgraduate students that revolve around inculcation of values and thereby achieving mental wellbeing.
- The Foundation Course, mandatory for all undergraduate students spanning for four semesters, served as a platform to sensitize students about the vital issues like, environmental ethics, sustainability, gender equality and related concepts, human rights and duties.
- Subject syllabi and value-added courses across disciplines and departments tackle the crucial topics along with others like nutrition, rural development, poverty alleviation, health and hygiene, human security, corporate social responsibility, non-conventional energy, emerging diseases, public relations, and cultural diversity.
- Environmental Science is a compulsory course under the VEC vertical proposed in NEP, and includes topics like Biocentrism, Ecocentrism, Effects of Environmental Degradation and Sustainability
- Course on Indian Knowledge systems was launched under NEP based curriculum in 2023-24
- Additionally, activities and programmes under Institutional Societal Responsibility, are now formally recognized and rewarded academic credits under 'Co-curricular activities' and 'Community Engagement Programmes' under NEP.

Committees and cells within the College have organized a multitude of activities that extend beyond the regular syllabi, focusing on cross-cutting issues and SDG goals. Examples include:

- International Conference on Millets to promote healthy eating habits.
- Workshops on Intellectual Property Rights (IPR) and talks by professionals from diverse fields to instill ethical values.
- Activities aimed at creating gender equality and fairness and awareness about women empowerment.
- Celebration of 'Samvidhaan Diwas' for creating awareness about human rights.
- Yoga Workshops to foster values and well-being among students and staff.
- Initiatives such as beach cleaning drives and tree plantation efforts to promote environmental conservation.
- NSS activities in adopted villages for community development and social welfare.
- Initiatives like blood donation drives and medical camps for students and non-teaching staff.
- Training sessions on Disaster Management to assist students with skills for managing and responding to emergencies.
- UG students of Microbiology performed a street play on Antimicrobial Resistance at the India Science festival at IISER, Pune
- Student participation in 'Energy Literacy Training' and 'YEWS - Youth Engagement & Water Stewardship'

- Cultural programmes organized by the Students' Council to celebrate and showcase diverse cultural traditions.

These activities enrich the educational experience of students and contribute to their holistic development as well. They are thus encouraged to become socially responsible individuals capable of addressing contemporary global challenges.

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

### 1.3.2

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response:** 151

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 (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3.3

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 93.65

**1.3.3.1 Total Number of programmes that have components of field projects / research projects /**

**internships (without repeat count) during the last five years**

Response: 59

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

Response: 63

<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1**

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	<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>
Provide Links for any other relevant document to support the claim (if any)	<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>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 81.98

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

2023-24	2022-23	2021-22	2020-21	2019-20
1216	1240	1310	1160	1257

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

2023-24	2022-23	2021-22	2020-21	2019-20
1533	1471	1496	1496	1546

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[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:** 73.25

**2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
537	612	619	593	690

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

2023-24	2022-23	2021-22	2020-21	2019-20
796	764	777	777	1051

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<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 the letter issued by the 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 Catering to Student Diversity****2.2.1**

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

Ramnarain Ruia Autonomous College caters to diverse teaching-learning needs of students coming from

different social, cultural, religious, and economic backgrounds. This necessitates differential teaching-learning strategies to be implemented.

‘Orientation and Induction programmes’ are conducted to acquaint the new entrants with the teaching learning methods. From the academic year 2023-24, the College introduced Progressive Learning Ability Test (PLAT) for identifying students who need special attention or additional support. Students are assessed at every stage for their classroom engagement and performance at assessments, enabling timely suggestions and appropriate supportive measures for improvement.

IQAC initiates specific teaching–learning activities for different category of students;

### 1. **Slow learners:**

- Extra tutorials, remedial lectures and practice tests
- Review of academic progress by mentors and assistance for improvement
- Support from professional counsellor for students with other issues
- Assigning leadership roles in the departmental programmes thereby boosting their confidence

### 2. **Students with special needs:**

The College has a ‘Centre for Students with Special Needs’, which addresses issues of students with sensory, physical and psychological challenges.

- Facilities like audio books, books in Braille are available
- Counselling and special training programmes in Computer operations, English speaking and Mathematics are organized
- Encouragement to participate in cultural activities boosts their confidence
- Prizes have been instituted to felicitate academic excellence in the differently abled students

### 3. **Advanced learners:**

- Advanced learners work on research projects at the UG level itself
- Students are nominated and subsequently mentored to present their projects at research competitions like ‘Avishkar’. Students have won prizes in zonal, university and inter-university level
- Students present their work in national and international conferences, symposia and competitions, and publish their research work
- The College organizes conferences and seminars to expand exposure of the advanced learners to new

perspectives that can broaden their horizons

- Advanced learners are encouraged to enroll for summer training programmes organized by the Indian Academy of Sciences

#### 4. Nurturing learners for advancing their learning capacities:

Some activities that help all students to advance their learning capacities are as follows:

- RUIA-IUP Summer Exploration programme -In the years 2019 and 2023, 40 students participated in the four-week Biotechnology hands-on programme at Indiana University of Pennsylvania, USA, organized by the College
- Students participated in training programmes, organized by institutes of higher learning: Mathematics Training and Talent Search (MTTS), *Madhava* Nurture Camp and TIFR-VSRP 'Visiting Students Research Programme' in order to upgrade mathematical skills
- A Short term course, 'Lets befriend Biochemistry' helped students alleviate their fear of structures and reactions in Biochemistry
- Ruia Academy for Competitive Exams through the training- *Vyakhya*, for competitive exams in Biological Sciences helps learners sharpen their problem solving skills
- Students are encouraged to upskill through certificate courses conducted by the College as well as online courses with COURSERA, SWAYAM and NPTEL

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

#### 2.2.2

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

**Response:** 27.19

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

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

#### Response:

At Ruia, our mission is to foster generic and life skills, encourage creativity, adaptability and collaboration through academic programmes that enhance competencies in learners for inquiry, research and problem-solving.

Ruia College has partnered with Maharashtra State Faculty Development Academy (MSFDA) and has trained all its teachers for 'Level 1' and 10 teachers for 'Level 2' of Teachers Training while 04 teachers are 'Certified Master Trainers'. The College is one of the first affiliated Colleges under University of Mumbai, to appoint three Professors of Practice for providing specialized guidance to PG and PhD research students.

#### Experiential learning:

Experiential learning opportunities that helped in kinesthetic learning:

- Mock press conferences, mock parliament, role plays, group presentations, debates, seminars, field visits, internships
- Quizzes, survey-based projects, game-based studies, case studies and application-based assignments
- Learning with audio-visual aids (like short films, Instagram reels) and 3-D modelling (like modelling molecules, docking studies)
- Publishing of 'Ruiate Monthly': curated and designed by the students
- Organization of public events like 'Sanskrit Mahotsav', 'Ved Mahotsav', 'Vishnushastri

Chiplunkar Lecture Series' and 'D D Kosambi lecture series' has honed skills of event management and team management.

### **Participative Learning:**

All the departments use activities like 'Flipped classrooms', survey-based projects, debates and group discussions that open opportunities for participative learning for students.

- Three-day innovative hands-on training programme conducted by MSFDA and IISER for 85 science students helped kindle and evolve keen observation and deep inquiry-based learning.
- Annual academic festival '*Samanvay*' featured programmes on socially, academically and professionally relevant themes such as 'Knowledge and Culture', 'Millets', 'Entrepreneurship and Skill Development'
- Workshops on stage lighting, script writing, voice culture and backstage management for students of theatre group '*Natyavalay*'

### **Problem-Solving:**

To develop problem solving skills, the faculty use several approaches, like problem-based; project-based; inquiry based and design thinking based pedagogies;

- Use of case studies to explore the local challenges
- Hands-on training workshops on working and troubleshooting of instruments for chromatographic techniques and PCR
- Projects related to non-conventional energy resources and waste recycling help address rising environmental concerns
- Designing products like paper based portable culture devices for water quality testing, biodegradable sanitary napkins and bioplastics. Three students and a faculty received a patent for the 'Biodegradable sanitary article'.

### **ICT- enabled tools for effective teaching-learning process:**

The College has ICT-facilitated classrooms with interactive learning devices and has trained the faculty to effectively apply various ICT platforms in teaching. 348 e-resources were created for theory and practical topics by faculty. The Library provides e-learning resources through N-LIST; INFLIBNET, NDLI, DOAJ and numerous research journals and e-books.

Following tools are used to integrate ICT in teaching-learning methods as listed below;

- Interactive presentation platforms: Pear Deck; Insert Learning; Google Classrooms; Google Forms; Google Sites; Kahoot
- Presentation software: Prezi; Canva; MindMaps

- Virtual laboratories: Journal of Visualized Experiments (JoVE) and Virtual labs by IITs and other institutes for demonstrating experiments

Additionally, the College conducts various student centric activities to broaden their horizons of knowledge and enrich their learning experience.

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

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

The College offers effective mentoring to students to help them tide over difficulties in their learning efforts. The mentoring programmes are initiated at the very beginning of the students' academic tenure at the first year itself. This helps at providing continued support to students to develop their potential all through their tenure in the College.

- The mentoring programme not only involves the classical mentor-mentee (teacher-student) interaction but also involves a scientifically guided programme initiated by the Department of Psychology.
- Certified counselors are available at the campus and also at specified centres like the 'Centre For Students with Special Needs'.

A systematic mentoring system is implemented at the Institution

- An adequately designed personal data form is given to students by the designated mentors with assurance of confidentiality and non-disclosure of the information gathered regarding academics, other interests and health issues (if any).
- Appropriate schedules are prepared by mentors for mentor-mentee interactions and records are maintained which are visible to the mentees ensuring transparency. Records help in determining the mentees' progress towards achieving the desired results
- Records are appended over the years and overseen by the Student Mentoring Committee.

This system has created excellent student-teacher interactions and students do not hesitate to approach their teachers with any problem, academic, personal or regarding career paths.

The major issues that are addressed in the mentor-mentee programmes are related to:

- Acclimatization to college life
- Communication skills, writing skills, especially for students coming from vernacular backgrounds
- Domestic and financial issues
- Anxieties about examinations, career and progression
- Concentration and time management while studying

The remedial action(s) taken include:

- Group discussion with peers to facilitate sense of inclusivity
- Use of regional language to explain concepts in class
- Doubt solving sessions
- Remedial courses
- Awareness and assistance for availing funding and scholarships awarded by the College and government and non-government organizations
- Reference to professional counsellor appointed by the College, whenever required

These suggestions and advice help students to improve self-esteem, confidence and also helps them partially mitigate their financial issues.

In addition:

- Coaches mentor students for advancement and excellence in sports.
- Students participating in research meets like the 'Avishkar Research Convention' are mentored for substantiating their work and also for effective presentation of their research work.
- Mock interviews are conducted for students who clear entrance exams of research institutes after the training conducted under 'Vyakhya' by the Ruia Academy for Competitive Exams (RACE).

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3



***Preparation and adherence of Academic Calendar and Teaching plans by the institution***

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

**Response:**

The College gives significant importance to effective planning and implementation of Academic Calendar and Teaching Plans as they are vital in strategizing effective execution of all curricular, co-curricular and extracurricular activities.

- The Academic calendar is planned in advance by the Planning and Evaluation Committee, that includes the Principal, the Vice- Principals, the IQAC Coordinator, the Deans for Academic Affairs and Research, and the Examination Coordinator.
- Dates/ Time slots for internal examinations, end-semester examinations, practical examinations, and mid-term and semester end breaks are planned and scheduled.
- After consulting the Chairperson of the Ruia Students' Council, NCC and NSS In-charges, Gymkhana In-charge for sports, CEO and the Registrar, the Planning and Evaluation Committee prepares the academic calendar that includes curricular, co-curricular and extra-curricular activities like academic festivals, cultural festivals, celebration of different days, competitions and sports activities
- The Academic Calendar, finalized by the Committee, is then reviewed and approved by the Academic Council and Governing Body. The final calendar is then published on the website.
- IQAC compiles 'Plan of Activities' of all Departments and Associations. It is shared with all faculty and students, enabling them to coordinate their academic schedules and extracurricular activities.
- Any unavoidable circumstances arising out of extraneous factors (like natural calamities etc.) that demand a change in the academic calendar is discussed in the Planning and Evaluation Committee and the meeting with heads of departments before implementing any revision.
- **Academic Diary:** Each teacher is provided with an academic diary (hard copy or soft copy) to maintain a record of the
  - o Teaching plans
  - o Daily academic activities
  - o Pedagogy used
  - o Administrative activities undertaken
  - o Inter/intra departmental activities organized
- Every teacher prepares a teaching plan at the beginning of the academic year in the context of the academic calendar and is recorded in their academic diaries.

- Daily records of academic activities and administrative activities are kept in these diaries.
- The teacher also records remedial measures taken to compensate missed teaching hours (if any).
- The respective Heads of Departments verify the academic diaries periodically. The academic diary of the teacher provides evidence to the adherence and implementation of the academic calendar.
- The assessments by the Heads form the basis for evaluation of teacher's performance by the IQAC and get reflected in the CAS-API points calculation for each teacher.

File Description	Document
Upload any 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

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 93

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

2023-24	2022-23	2021-22	2020-21	2019-20
130	130	130	130	130

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<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 Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 41.61**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years****Response:** 67

<b>File Description</b>	<b>Document</b>
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<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>

**2.4.3****Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 14.52**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year****Response:** 1713

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.4****Percentage of full time teachers working in the institution throughout during the last five years****Response:** 69.91

**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 79

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<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**

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

Response: 16

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
6	18	18	18	20

File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.2**

**Percentage of student complaints/grievances about evaluation against total number appeared in**

the examinations during the last five years

Response: 0.33

#### 2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
10	17	23	0	4

#### 2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3188	3140	3256	3399	3384

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 2.5.3

**IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution**

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- Examination procedures
- Processes integrating IT
- Continuous internal assessment system

Response:

#### Examination Procedure, CIA and Reforms

Traditional methods of evaluation rely heavily on a single final examination that leads to stress and

pressure on the student. Additionally, it also has limited scope for feedback and guidance for improvement. Realizing this, Ruia College retained the Continuous Assessment pattern after the grant of autonomy.

- The Examination pattern consists of two components- Continuous Internal Assessment (CIA) and Summative Examination (SE) with 40:60 weightage.
- The CIA includes a test and an assessment in the form of assignment/ project/ case study/ poster presentation/ group presentation/ model making etc. Faculty has the discretion to assign any of these based on the requirement of course.
- These diverse options help engage students of all learning abilities, hones creativity and enhances soft skill-sets that are required for holistic growth of the student.
- Faculty shares the rubrics for this assessment so that students are aware of assessment criteria and can design their assignment accordingly
- From 2018, the College introduced CIA in the Practical component of Science subjects, with the same 40:60 pattern. This reform allowed:
  - o the faculty to identify students' laboratory skill sets and effectively track the improvement in techniques.
  - o the faculty to improvise on methods for assessment of skill sets and effectively assess development of critical thinking, and the ability to solve problems.
  - o learning through experiential learning and made their lab sessions more engaging.

### **IT Integration in Examination procedures**

The College focusses on transparency and reliability of the evaluation process and thus ensures integrity of the examination results. Since its progression to an autonomous status, the College has been constantly improving and digitizing the evaluation procedures by effectively integrating IT in various stages of the examination procedures.

The College uses an Enterprise Resource Planning system which is managed by MasterSoft ERP Solutions Pvt Ltd. The system has a digitized platform for admissions and an Examination Management module, that allows efficient records repository, management and retrieval.

- Every student is provided with a unique identification code that makes it easier for following the trend of the students' performance all through their academic tenure at the College.
- The ERP system is integrated into the 'Student's Diary App' for convenient access of data for the students.
- IT integration through the Examination Management System has helped in;
  - o Sorting data, subject and course wise before the examinations

- o Generation of hall tickets
- o Creating seating arrangements and student distribution in examination halls
- o On Screen Marking (OSM)
- o Reducing the overall turnaround time for declaration of examination results and printing of marksheets, thereby streamlining the process for academic progression of students
- o Faster publication of merit lists, result analysis, promotion of students and also announcement of awards, prizes and scholarships
- o Providing hierarchical and restricted access to the data of students which gives better integrity and transparency
- o Enables smoother tracking of trends in student learning and then effectively identifying students with special learning needs to provide timely supportive measures

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

#### **Response:**

**Learning Outcomes are listed in syllabi publicized on the website:**

The College has defined Graduate Attributes, Programme Outcomes (PO) and Course Outcomes (CO) for all programmes and included them in the respective syllabi that are published on the College website. CO's are periodically reviewed on the basis of feedback and the contemporary demands, during the BoS meetings. Continuous review ensures that COs remain relevant and aligned with the evolving needs of education and industry.

With implementation of NEP-2020 from 2023-24, the College introduced new credit structures recommended by the Government of Maharashtra. As per the policy, syllabi are divided into different verticals that focus on skill development and holistic development of students while imparting discipline-specific knowledge. The outcomes of all courses are reworked and designed under each vertical to

conform to NEP's principles.

Teachers appraise the students with the expected outcomes and how they impact the overall learning process during the departmental orientation programmes and also in the class, before and after completing topics in the syllabi. While executing expected outcomes in the class, teachers facilitate different pedagogies that allow students to autonomously seek and apply knowledge thus improving the overall learning outcomes.

Assessment guidelines are communicated with the students along with the learning resources. Teachers ensure that assessments (tests, quizzes, projects and semester end exams) are aligned with the stated CO's. Detailed rubrics specifying each assessment task contributes to the achievement of specific outcomes and ensure transparency in evaluation.

Continuous internal assessments and semester-end examinations serve as effective tools for evaluating attainment of learning outcomes. Coursework and assignments are specifically designed on empirical situations and current national and regional scenarios. They promote critical thinking, analytical ability, research inclination, social awareness, political consciousness, environmental sensitivity, and gender awareness thereby contributing to the holistic development of the students. The assessments gauge students' understanding of the curriculum and their ability to apply theoretical knowledge to tackle discursive problems/ issues.

The IQAC has organized workshops on mapping course outcomes with the teaching-evaluation process for the faculty and has done an assessment of outcomes for every course.

The assignments in the Continuous Internal Evaluations (CIA) are mapped using a matrix of Bloom's taxonomy and rubrics for the same are communicated with the students well in advance.

#### **Realization of other outcomes:**

- Outcomes related to the job profiles and employability are addressed through the activities by Career Guidance and Placement Cell
- The NSS and NCC activities help to inculcate the qualities of ethical and responsible citizenship and the motivation for community engagement.
- The feedback of students completing internships obtained from industries and professionals is another measure of the attainment of course outcomes. The transition of internships to job or enrolment for academic progression in the institutes is also a measurable outcome.
- Under the new credit framework of NEP, co-curricular activities and community engagement programmes are encouraged and assessed to ensure their effective implementation.



File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

**2.6.2**

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 100

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

**Response:** 991

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / 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

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.19

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

#### **Response:**

The College has a strong legacy of research and a well-established industry-academia linkage. It has 12 Research Centres and supports research in frontier areas across different disciplines in both Arts and Science. Additionally, the College has appointed three Professors of Practice and one Adjunct Professor for guidance in research, regulatory affairs and IPR.

The continued performance in research has helped the institute receive grants amounting to Rs. 602 lakhs from prestigious government and non-government agencies for research projects and facilities.

The College has refurbished several laboratories and acquired latest equipment to support the research activities. In the last five years, the College has upgraded the Microbiology, Bioanalytical Science, Botany, Chemistry and Mathematics-Statistics laboratories.

The College has the following research facilities for advanced and contemporary research:

- Dr. P.S. Ramanathan Advanced Instrumentation Centre
- Institute for Advanced Training and Research in Interdisciplinary Sciences
- Herbal Research Laboratory
- Animal Testing Centre
- Molecular Biology Laboratory
- Microfluidics Laboratory
- Greenhouse and Hydroponics Facility
- Orchidarium
- Computational Chemistry Laboratory
- Mathematics and Statistics Computational Laboratories
- Facility for screening studies on model organisms
- Facility for Plant Tissue Culture
- Facility for Animal Tissue Culture

For promotion of research, the College has worked out the following executions:

#### **Research Policy:**

The College has constituted a Research Advisory Committee and an Ethics Committee. A comprehensive document that defines the research policy is uploaded on the College website. The policy addresses objectives and strategies to strengthen, foster and sustain quality research practices. It also maintains ethical aspects, discourages plagiarism and promotes collaborative work and effective communication of research. The College also has a separate IPR policy.

**Industry-Academia linkage:**

The College has developed sturdy industry and academic linkages through collaborative research projects, consultancy and student internships. The institution has also conducted a training programme for industry professionals in advanced instrumentation techniques. In all, 33 linkages are operational.

**Integration of research-based pedagogy in curriculum:**

Case study evaluations, group projects, dissertations, field projects and internships are part of the pedagogy that integrates experiential and project-based learning in the curriculum.

**Interdisciplinary approach of research:**

The College is involved in interdisciplinary and transdisciplinary research, for e.g. research on Bioprospecting carried out under the DBT-BUILDER grant.

**Assistance for quality research outputs: The College;**

- nurtures research aptitude by conducting workshops, training sessions and seminars on research methodology, research ethics, IPR, use of computation in research and scientific writing.
- offers access to research journals and allied resources through the rich collection of books, rare books and electronic subscriptions.
- awards seed money grants; Rs.21 lakhs awarded in the last five years to faculty.
- adheres to research ethics; the College has zero tolerance to plagiarism. Institutional Animal Ethics Committee (registered with CCSEA, Government of India) reviews research proposals and progress involving use of animal models. The guidelines defined by the National Biodiversity Board are also adhered to.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

**3.1.2****The institution provides seed money to its teachers for research**

**Response:** 21.2

**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
18.14	3.06	0	0	0

  

File Description	Document
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.1.3**

**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**Response:** 1.86

**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

**Response:** 3

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of 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>

### 3.2 Resource Mobilization for Research

#### 3.2.1

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 602.3

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.2.2

**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

**Response:** 0.38

**3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.**

**Response:** 61

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
Copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.2.3**

**Percentage of teachers recognised as research guides as in the latest completed academic year**

**Response:** 26.27

**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 31

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

**3.3 Innovation Ecosystem****3.3.1**

**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:**

**Igniting minds for innovative research:**

To boost innovation and creativity, the College has fostered an environment that encourages research projects on innovative ideas, especially those that are based on sustainability. For instance, 'Detection of insulin-like proteins from plants', 'Designing portable culture devices', 'Making paper based herbal soaps', 'Bioplastics' and 'A simple device for surgical illumination'.

The College has been granted a patent on 'Biodegradable Sanitary Material', and three patents on 'in-process formulation of phenyl porphyrins', 'molecular modifications of chemicals' and 'making eutectic mixtures' are published.

#### **Institution's Innovation Council (IIC):**

The IIC, formerly named as 'Ruia Cell for Innovation, Incubation and Entrepreneurship' (RCIIE), is registered with the Ministry of Education's Innovation Cell. The aim of IIC is to channelize the entrepreneurial potential of youth through hand holding initiatives that revolve around ideation, concept development, IP protection, business planning, financial planning, marketing and operational support.

Apart from several workshops and talks by successful entrepreneurs, the College also organised a "Big Idea Contest" and conducted a Certificate Course on "Innovation and Entrepreneurship"

Notable examples of Ruia students-turned-entrepreneurs are Sagar Patil (a visually impaired student), Founder of Ideal Innovative Group and Shveta Parab, Founder of a hydroponics start-up.

#### **Boosting literacy regarding Indian Knowledge System (IKS):**

One of the principles of the NEP-2020 is to imbibe the rootedness and pride in India, its diversity, ancient and modern culture and knowledge systems. Apart from a mandatory course on IKS, some of the activities/ courses that the College has conducted are as follows:

- Ruia College is among the very few colleges in Mumbai that offers a BA programme in Sanskrit
- The College offers a certificate course on Indology
- The College was the first educational institute to organize an 'International Conference on Millets' that emphasized the traditional knowledge on cultivation, economics and nutritional qualities of millets.
- Ved Mahotsav was conducted by the Sanskrit department annually and the sessions on Indian Linguistics opened areas for exploring entrepreneurship opportunities in Sanskrit.
- Academic festival, 'Samanvay' was themed around, Millets in 2022-23 and Indian Culture and Knowledge in 2023-24
- Celebrations of cultural activities like Ringan showcased Waarkari culture and literatures of saints of Maharashtra
- 'First Light Concert Series' on Indian classical music helped to propagate the Indian ethos and knowledge exchange.
- Students participated in a programme on Ayurvedic plants organized by Vijnana Bharati; and also won prizes in the competition held thereafter.

#### **IPR Cell & awareness activities:**

The College has an IPR cell and the Principal of the College is a government recognized patent agent. Two 'Professors of practice' have expertise in IPR & regulatory affairs.

The curriculum across different programmes has topics on IPR.

The College has organized several sessions on- 'Types of IP', 'Importance of IPR', 'How to write & file for a patent' and 'How to read patent claims'.

#### **Creation and transfer of knowledge:**

In addition to research & patents, the creation of knowledge is achieved through e-content developed by faculty and sharing of knowledge via scientific publications and conferences organized by the College.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Any other additional information	<a href="#">View Document</a>

### **3.4 Research Publications and Awards**

#### **3.4.1**

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

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



File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.2**

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 2.19

**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 68

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	<a href="#">View Document</a>
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.3**

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

**Response:** 0.99**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 160

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

**3.4.4****Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.44**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 71

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<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>

**3.4.5**

**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 9.09

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.6*****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response:** 14

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 56.2**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
16.017	14.5225	5.43	9.53	10.705

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

#### **Response:**

Ruia College firmly believes in outreach and extension activities as essential pillars of our mission to create positive impact and foster community engagement.

These activities help raise social consciousness among our students, give them a chance to work amid people from diverse backgrounds, get a sense of ground reality and pose opportunities to ideate and apply what they have learnt as a part of their academic curriculum.

The College units of the NCC, NSS and Ruia Rotaract Club are the primary mediators of such programmes besides the Green Club, *Natyavalay*, and Departmental associations.

- **Social & holistic development: (Focused on SDG Goals 2,3,4,5,13,14,15)**

- The annual flagship event of NSS '*ANUBHUTI*' revolves around different themes like mental health, sustainability, entrepreneurship, digital literacy, culture and knowledge
- Health initiatives: AIDS awareness drive programme- '*Olakh*', Blood donation camps,

seminar on nutrition for teenagers, first aid training.

- Imbibing social responsibility: Initiative of collecting and delivering basic amenities to flood and landslide affected people in Maharashtra
- Literacy initiatives: Sessions on understanding Indian Constitution, financial literacy
- Environment and sustainability initiatives: Tree plantation drives and beach cleanup drives
- Rural reform initiatives: Remedial classes for the children and water conservation efforts in an adopted village in Thane, Maharashtra by NSS students.
- Awareness drives: *Jagrut Mumbaikar* initiative, Anti-Drugs Drive
- Celebration of International Yoga Day
- Commemoration of days of national significance: National festivals, Kargil *Vijay Diwas*, tribute to 26/11 martyrs
- Stress Management: Discussion, 'Liberosis: an art of caring less' addressed the techniques of stress management.
- LGBTQIA+ inclusivity: Dialogue over identity politics and policies, 'Queer *Kahaniya*', 'Awaaz *Sunegi Duniya*', 'Let's Talk Identity'

- '*Aamchi Prayogshaala*': (SDG 4, 10, 17)

An innovative enterprise to introduce Science through experiments to school children from economically disadvantaged sectors was undertaken by a team of faculty and students of the Department of Microbiology. In the second phase, school children were invited to the College to showcase facilities and demonstrate experiments.

- **Awareness drives about Antimicrobial Resistance (AMR): (SDG 3, 4, 12, 15)**

- Awareness drive for Antimicrobial Resistance (AMR) and its implications through hands-on workshops, exhibitions and a street play in Marathi. The street play was also showcased at the Indian Science festival at IISER Pune.
- Creation of a UNESCO Approved Open educational resource, "Let us fight AMR".

- **Volunteering with NGOs:**

Students volunteer with NGO '*Ankur Pratishthan*' to design and execute modules to enhance the cognitive skills of children residing in rehabilitation centers run by *Jeevan Samvardhan* foundation.

#### **Awards received:**

- '*Samajik Bhan Puraskar* 2020' award by 'Maharashtra Times' in association with International Institute of Sports Management (IISM)
- Ruia Rotaract Club has received a '**Platinum Citation**' from the Rotary International, United States of America for Community work

- The Department of Microbiology has received the following grants, specifically for outreach and extension activities:
  - ‘**COMPASS**’ grant from American Society of Cell Biology to create awareness about Antimicrobial resistance.
  - **IndiaBioscience Outreach Grant** by IndiaBioscience, a Department of Biotechnology, GOI Body.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

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

**Response:** 136

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

2023-24	2022-23	2021-22	2020-21	2019-20
44	20	31	26	15

File Description	Document
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 (data template)	<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>

### 3.7 Collaboration

#### 3.7.1

**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:** 29

File Description	Document
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 (data template)	<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**

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

#### **Response:**

The College boasts accommodative infrastructure supporting 63 academic programmes. Guided by a robust student-centric infrastructure policy, the College has developed its facilities with funding from the parent body, S.P. Mandali, and government schemes like UGC, DBT, RUSA, DBT-BUILDER, along with contributions from alumni and generous well-wishers. The infrastructure is designed with a student-centric approach to enhance the educational experience. Apart from support facilities like a gymnasium, canteen, common rooms and an administrative section, following are some of the facilities available for teaching-learning and holistic growth:

#### **Blended Teaching-Learning and Digital Pedagogy Facilities:**

- 54 classrooms, 44 of which are equipped with smart board facilities,
- 54 laboratories
- 2 auditoriums equipped with ICT facilities (WiFi and LAN) and digital podiums

#### **Interdisciplinary Work Facilities:**

- Computer Laboratories
- Common Research Facility
- Chemoinformatics Laboratory
- Molecular Biology Laboratory
- Microfluidics Laboratory

#### **Specialized Research, Training and Consultancy Facilities:**

- Dr. P. S Ramanathan Advanced Instrumentation Centre
- Animal Testing Laboratory
- Greenhouse with soilless cultivation units
- Orchidarium
- Institute for Advanced Training Research in Interdisciplinary Sciences (IATRIS) for industry-sponsored research and clinical trials



**Additional Facilities:**

- Language Laboratory
- Travel Desk Simulation Laboratory
- Centre for Students with Special Needs
- Audio Visual Recording and Multimedia Communication Centre

**ICT-Enabled Facilities:**

The College has advanced WiFi connectivity and LAN systems to enhance the digital accessibility at the campus. Interactive boards are installed to improve learning experiences. The softwares used include:

- Inter-Reality Interactive Surface (EyeRIS) for interactive learning (21 classrooms)
- Google Classroom
- Mathematica-11
- SPSS 22.0
- Eviews
- Stata
- Freeware such as PARI, R, Python, FASTA, BLAST, Avagadro, Games, and Pymol
- The Self Vision Centre has the 'Job Access With Speech' (JAWS) system for visually challenged students. An online platform, NVDA (Non-Visual Desktop Access), is provided during examinations

**Facilities for Sports and Cultural Activities:**

Ruia College offers adequate indoor sports facilities and a conducive environment for outdoor sports, games, and cultural activities. The College quadrangle (235ft x 20ft), accommodating approximately 800 students, serves as the venue for intercollegiate cultural & sports activities and NCC parade practice.

The Sports Academy facilitates training and encourages sports as an extracurricular activity. It is well equipped with the following :

- International standard shooting range (10m x 16m)
- Badminton court (25m x 40m)
- Boxing ring (20ft x 20ft)
- Well-equipped gymnasium (37.5ft x 25.7ft)
- Open gymnasium
- Football and Volleyball turf (common sports facility)
- Cricket ground (on hire basis)
- Mats for Taekwondo, Kho-Kho, Kabaddi, and Yoga
- Tables for Table Tennis
- Facilities for indoor games like Chess and Carrom

The College diligently supports cultural activities such as music, vocals, dance, and drama. The College won the overall trophy for 'Youth Festival' at the university level, while the drama circle, 'Natyavalay', has earned accolades at regional and national level competitions. Facilities that nurture and augment these talents among students include:

- Two auditoria with PA systems; one with green rooms and seating capacity of 320, while the other with a seating capacity of 120

The College, thus has adequate infrastructure for addressing all the needs of teaching-learning, ICT, sports and cultural activities and contributes to comprehensive growth of the students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 32.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
57.28	598.93	98.89	46.98	30.78

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA 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:**

'Dr. P. D. Meghani Library' of the College is fully computerized using **SLIM (System for Library and Information Management) Software**. Currently, the bibliographic details of books, journals are available and accessible through the Online Catalogue. Library proceedings such as Acquisition, Cataloguing, Serials-control, Circulation, Usage Statistics are performed with SLIM. Various reports, barcodes for books and users, defaulters' notice, etc. are generated through the software.

From 2018-19, the circulation is also fully computerized, with User Barcodes generated via the software on students' Library Pockets and staff's Circulation Entry-Books.

From 2019-20, the Library initiated the enhancement of the library catalogue, wherein the cover images and the table of contents / summary of the books in the library collection are being added to the catalogue.

In 2023, a new application in the software, that keeps the log of footfall in the Library and Reading Hall was activated. The latest version of SLIM 3.9 (2023) was recently installed and is working in support under AMC.

The Library has a total print collection of **1.31+ lakh** books. Active Collection of 50000+ books was edited and bar-coded during 2012 to 2014.

Another remarkable aspect of the Library is its collection of rare books and manuscripts. It is a matter of great pride that since 2012-13, the Library has been sanctioned a grant thrice for digitization of its selected rare collection by the **National Archives of India**. Ruia College was the sole recipient of this grant from Maharashtra.

**Library's subscription to e-resources**

Through the institutional membership of INFLIBNET N-LIST e-consortia, the Library provides password-based remote access to more than 2 lakh e-books and 6300 e-journals to students and teaching staff. The total number of active N-LIST users for 2023-24 was 918. The Library is also equipped with DrillBit software for plagiarism detection.

**Library's usage by faculty and students**

The Library fulfills reading needs of the 3000+ students, teaching faculty,

non-teaching staff, and external members every year. In this age of prompt-access information, the average per day footfall in the Library apart from circulation for 2023-24 was 104.

In addition to providing academic reading, the Library takes special efforts to encourage pleasure reading and inculcate reading habits among its users.

During 2020-21 and 2021-22, the Library carried out a new initiative titled **"eLibri, the Ruia Virtual**

**Library**". Under this, 12 virtual bookshelves were created, each with a collection dedicated to one popular fiction or nonfiction genre. This initiative was especially useful and well-appreciated during the limited library access under COVID-19 pandemic. It was ensured that all the eBooks and audiobooks in these virtual bookshelves

were from the open/ public domain and were freely available for online access and download.

From January 2022, the Library began listing **"Must-Reads"**, a new initiative wherein each month, favourite pleasure reading recommendations of two faculty members are displayed online as well as in a physical book exhibit to enhance reading and library usage.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.2.2

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 0.8

**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
7.75	3.39	1.26	3.45	4.81

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals 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>

## 4.3 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 an IT policy in place which is followed by all the staff and students.
- The College has an ICT Committee for the management and upgradation of all the IT infrastructure. This committee advises and plans the upgradation of IT to the contemporary requirements. The IT infrastructure of the College is adequate to fulfill all the present needs of teaching, learning and evaluation.
- It is pivotal to provide the students and faculty access to the information superhighway by seamless connectivity and inclusiveness through wider reach and using contemporary IT hardware support. The College has upgraded desktop systems and installed a dedicated 100 Mbps leased line connection for Wi-Fi throughout the College campus. There are Dual high band Wi-Fi routers with Access points and repeaters across the campus.
- Inventory records of all the equipment are kept in the format specified under IT policy of the College. All the official data is loaded on the shared cloud drive to avoid data loss and security issues.
- Security of the data is given utmost priority for avoiding data loss or fraud. College uses WEPA2 password authentication to all the Wi-Fi SSIDs for better security.
- Apart from computer labs, e-learning centers, the Departments are provided with separate laptops, desktops, and printers. The Examination Cell is also equipped with a computer section with 10 nano-desktops for on screen marking.
- College has 54 classrooms and 14 laboratories which are ICT enabled. The College has acquired projectors and installed EyeRIS equipping the classrooms for interactive learning. College has Smart TVs with interactive touch screen systems which are installed in strategic rooms and labs.
- The College has acquired one hi-tech PTZ Pro camera for conference meetings and live streaming. College auditoriums are equipped with Digital podiums and good quality, two-way stereo sound systems with an audio mixer. A Public Address (PA) system is installed throughout the College.
- The College is in the process of installing Media Access Control Address (MAC) locking for all the staff devices like phones, laptops, tablets etc. for better authentication and security.

Comparative chart for upgradation in IT infrastructure during the assessment period:

IT Infrastructure	During 4th Cycle of NACC	During 5th Cycle of NACC	Impact of upgradation
WiFi	Reliance Jio WiFi	100 Mbps leased line from TATA	Continuous internet accessibility without network congestion

Routers	---	Dual High Band Routers and Repeaters	Seamless connectivity is ensured in the campus
LAN	Facility in limited Departments	In several departments	Department specific software can be shared
Library	SLIM software	SLIM 9.3 of 2023	Better management of library activities
College Management	CCMS software	MasterSoft integrated software	Student data & Examination Management is on a single platform
Attendance	CollegeOmatic software	TeachUs App	Mobile friendly application
IT accessibility	----	Student diary App & Teachers App.	Better accessibility using smartphones.
Computer : Student ratio	01 : 16	01 : 07	Better accessibility

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**4.3.2****Student - Computer ratio (Data for the latest completed academic year)****Response:** 8.49**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:****Response:** 378

File Description	Document
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>

## 4.3.3

**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development**

**Response:**

The College recognizes that E-content is a very powerful tool for individual instructions and also to cater learning needs of all types of learners. It encourages constant learning and enhances both teaching and learning experiences. Modern infrastructure at Ruia College supports such innovative education methods, ensuring enriched academic outcomes for all.

- The College has a dedicated Audio Recording Centre and Creative Multimedia Centre. The infrastructure consists of sound mixers and microphones and a recording facility.
- An acoustically designed auditorium is available in the Department of Communication and Media
- The Multimedia Centre has a media studio that is used for making videos.
- Various softwares like Adobe Photoshop, InDesign, CorelDraw, Audacity, Illustrator and Premiere Pro are used for making e-content.
- The faculty are not only trained for using various e-content resources, but also to develop e-content
  - The College organized an FDP on e-content development along with UGC HRDC of University of Mumbai in the year 2019-20.
  - During the challenging times of COVID-19, the College showed great level of resilience and commitment because of which teaching, learning and evaluation at the College was minimally affected. Two training sessions for faculty were organized:
    - A workshop on how to use Moodle LMS
    - A few faculty members attended training conducted under the MHRD-PMMNMTT (Pandit Madan Mohan Malviya National Mission for Teacher Training) programme. Furthermore, they trained the rest of the faculty by designing a training workshop - "Effective Digital *Shikshan*" on Moodle. This self-paced training in-turn upskilled their ability to create e-content.
- Considering the significance of e-content in teaching pedagogy, the faculty at the College have prepared course-specific e-content. This exercise has contributed immensely in enhancing teaching learning experience of the stakeholders.
- 348 e-content modules are launched on platforms such as YouTube, Moodle and Google Classroom. Online tools such as Mind maps and Canva are used effectively to aid the learning experience.
- The Mathematics department uses Wolfram Demonstrations Project (web-site with a huge collection of e-content modules for all disciplines) and software MATHEMATICA-11. It substantiates comprehension of the topics at hand.
- A special initiative to create e-content for visually challenged students was undertaken by the Centre for Students with Special Needs and the Rotaract Club which has benefitted the students with readily available learning material and thereby facilitate their learning process. This has also enabled them to complete their assignments and projects as required by the curriculum.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<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**

**Response:** 3.89

**4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)***

2023-24	2022-23	2021-22	2020-21	2019-20
26.08	15.53	32.07	20.86	5.41

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities 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>

##### 4.4.2

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

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

**Response:**



Educational infrastructure is capital intensive and therefore needs to be optimally utilized and maintained to justify investment and ensure stakeholder satisfaction. The upkeep and maintenance is overseen by the Principal and reviewed by the College Development Committee. For its immaculate upkeep, the 'Campus and Infrastructure Management Committee' has formulated a 'Usage and Maintenance Procedure' wherein roles and responsibilities for infrastructure maintenance are specified. There are SOPs to submit requests and reporting incidents that are relevant to upkeep and optimal usage of infrastructure. The College has designated responsibility to the following functionaries for their areas of work:

- Entire College infrastructure- Registrar
- Gymkhana, Sports infrastructure- Convener, Sports Academy
- Examination Cell and its facilities- Examination Coordinator
- Library stocks and facilities- Library Administrative Committee
- NSS and NCC equipment- respective in-charges
- Canteen infrastructure- Canteen Committee
- All laboratory and departmental infrastructure- Heads of Departments

The College ensures that the infrastructure is well maintained and regularly updated:

- Classrooms, staff rooms, toilets, auditoriums and seminar halls are all regularly reviewed for damages and functionality. Repairs are done as per prescribed SOP's
- An agency has been appointed, for maintaining cleanliness and sanitation on the campus. Cleaning of classrooms and laboratories is allocated to in-house support staff.
- Repair, maintenance and upkeep of laboratory equipment is done by the respective departments and outsourced whenever needed. Laboratories are upgraded with relevant equipment and support systems based on the requirement of the teaching programme and the research undertaken.
- Inventory of infrastructural facilities is verified regularly and meticulously by the Dead-Stock Verification Committee, appointed by the Management. The Dead Stock Committee inspects the stock, breakages and provides suggestions for writing-off of equipment, if necessary
- The College garden is maintained by the College staff trained in gardening. However, landscaping and greenhouse facility maintenance is outsourced.
- Maintenance of lifts, PA system, CCTV surveillance system, air conditioners, water purifiers and all IT equipment is done through AMC's with vendors.
- Security of the College infrastructure is ensured by hiring security services from external agencies.

The Infrastructure maintenance procedure also ensures effective utilization of infrastructural facilities like classrooms, sports facilities, auditorium etc. for effective teaching-learning.

- Allocation of classrooms is done by the Timetable Committee, which if necessary, makes required changes due to increase in student strength or introduction of a new programme / subject. Laboratories in the Science departments are utilized for the UG and PG programmes according to the timetable prepared by the Head of the Department.
- Auditoria are available for talks, seminars and group activities organized by departments and associations. They are booked in advance and facilities like digital podium, projectors and sound system are made available.
- Ruia Sports academy in-charge ensures upkeep and effective utilization of all sports facilities and also coordinates training offered to teams and individuals.

- Along with students and staff, library facilities are also made available to retired faculty and research scholars of other institutions.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 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:** 20.87

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

2023-24	2022-23	2021-22	2020-21	2019-20
751	675	665	728	659

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

Ruia College takes great pride in the successful progression of its students to higher positions in industry, services and academia, making significant contributions to nation building. The legacy of alumni of the College is a testimony to this.

Continued support, mentoring and appropriate guidance provided to the students during their entire tenure at Ruia is the major contributor to this success. With the help of its faculty, alumni and management, the College has set up a systematic and organised support system that guides and assists students at the campus. In the last five years, these systems conducted 48 activities that benefited more than 2500 final year students.

### **Career Counselling for students:**

The Career Guidance and Placement Cell supports the students in their career goals and their progression to higher studies. The Cell along with different departments organised 24 career guidance programmes and training sessions to improve the employability of the students and counselling them for higher studies and opportunities abroad.

- Invited lectures and seminars by eminent personalities, career counselling professionals, Professors of Practice, industry experts and alumni helped students orient towards latest trends in the subject and career opportunities.
- Training for developing soft skills and workshops for resume building were conducted.
- Students were introduced to upcoming career options like sports management, Science communication and astrophysics.
- Internships offered to PG students and guidance provided for summer fellowships and summer schools to UG students helped in skilling and also evolved into placement and academic advancement.
- Mentor-Mentee sessions help students to get acquainted with career prospects and academic progression in specific subjects and allied areas to correlate their strengths to these options.

### **Ruia Academy of Competitive Examinations (RACE)**

The College has a special cell that takes care of guidance, training and support, to students who wish to appear for different competitive examinations. Following are some programmes organized by RACE:

- Sessions for guiding students to prepare for various competitive examinations like UPSC, MPSC, NET, SET, TIFR, GATE, DBT-BET and banking entrance examinations
- Specific programmes were also held to address niche areas like Indian Economic Services, Essentials of Mathematics for competitive exams and UPSC preparations with emphasis on Forest services Examinations.
- A comprehensive training for entrance examinations in biological sciences, called '*Vyakhya*', is offered by the Microbiology Department to UG & PG students from 2019. In the last five years, 158 students have enrolled for *Vyakhya*, out of which 30 students have qualified the entrance examinations. The highlights of this programme were:
  - Induction session to orient the students about different competitive exams in biological sciences.
  - Lectures on various topics from the syllabi of the entrance exams like TIFR, JAM, GATE, NET (Life Science), DBT-BET to help students strengthen conceptual understanding.
  - Select problem solving for practice and entire paper solving sessions to manage time.
  - Guidance for writing their statement of purpose (a mandate in the application process).
  - Mock interviews by a committee of experienced faculty members and alumni for shortlisted students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**5.1.3**

**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, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

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

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

**5.1.4**

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

File Description	Document
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 monitoring the activities and number of 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:** 19.87

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

2023-24	2022-23	2021-22	2020-21	2019-20
140	249	292	254	126

File Description	Document
Institutional data in the prescribed format (data template)	<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 out of the**

**graduated students during the last five years**

**(eg: NET/SLET/ Civil Services/State government examinations etc.)**

**Response:** 3.48

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
28	54	36	41	27

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<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 events during the last five years**

**Response:** 201

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

2023-24	2022-23	2021-22	2020-21	2019-20
50	45	39	60	7

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

#### **Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.**

#### **Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

##### **Response:**

The Ruia Student Council (RSC) is constituted annually in accordance to Maharashtra Public University Act MUA 2016, as follows:

The College forms a committee of faculty members who oversee the formation and functioning of RSC, with the Convener as the Head. The Committee forms the Students Council by nominating Class Representatives (CR) and selecting Divisional Representatives (DR). A General Secretary (GS) and two Joint General Secretaries (JGS) are then elected. Student representatives of various groups like NCC, NSS, Girls and Boys, are also part of the council.

##### **Activities organised:**

The RSC is actively involved in the organisation and conduct of sports competitions, cultural activities and academic festivals, and other activities that provide platforms for expressing student-talents in various fields. Involvement of students in such activities as organisers and participants provides them a platform to showcase their skills, creativity, talent and helps them to foster personal growth and to develop essential skills of leadership, teamwork, and communication.

##### **Cultural events:**

- 'Rose Day', 'Traditional Day' and College annual intra-collegiate festival '*Utsav*' and inter-collegiate festival '*Aarohan*' are celebrated every year. These events are based on performing, fine and literary arts.
- RSC coordinates selection and representation of students for participation in the 'Youth Fest' of University of Mumbai.
- Through the theatre wing titled '*Natyavalay*', the College organises workshops for training



students in all aspects of theatre.

- Programmes like '*Lavanya*' exhibited folk dances of India and '*Ringan*' exhibited the '*Warkari*' culture of Maharashtra.
- RSC organised the Model United Nations (MUN) conference from 2022.
- '**Vox Populi**'- Under its banner RSC organised interviews with film/television actors and social figures to acquaint the younger generation about cultural and social issues.

### **Sports Activities-**

- Annual events-
- Intra-collegiate Monsoon Sports
- Inter-collegiate Ruia Cup: '*Colosseum*'
- Cricket match and chess competition for Divyang students
- Participation in 36 games at zonal and district level sports competitions organised by University of Mumbai.
- 4 students have qualified for the '*Khelo India*' competitions out of which 3 students won Gold medal
- 5KM Half Marathon
- 'Happy Feet-Run for Fit India'
- 'DREAM RUN' organised by RSC and Ruia College Alumni Association (RCAA)

### **Other activities:**

- Volunteers from the RSC actively assist teachers for crowd management and guiding the peers during admissions, examinations, conferences and other College events
- Students from RSC demonstrated their social responsibility by
  - Organizing blood donation drives
  - Organizing relief for Kerala Flood victims
  - Participating in government programmes like '*Har Ghar Tiranga*', '*Meri Maati Mera Desh*'

- Spreading awareness for Covid appropriate behaviour and appreciating Covid warriors.

### **Representation of students on Academic and Administrative Bodies / Committees:**

Besides the core council members, students are nominated and participate in the proceedings of the following committees. They create awareness about the functioning and significance of the respective committees among students and act as the mediators between the student community and the administrators.

#### **Statutory Committees**

- College Development Committee
- Internal Quality Assurance Cell
- Students' Grievance Redressal Committee
- Internal Complaints Committee

#### **Other committees**

- Library Advisory Committee
- Freeship Scholarship Committee and Equal Opportunity Cell
- Centre for Gender Sensitization and Equality
- Cell for Students with Special Needs

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### **5.3.3**

#### **The institution conducts / organizes following activities:**

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

**Response:** C. Any two of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 83.37

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2023-24	2022-23	2021-22	2020-21	2019-20
9.23	36.61	7.125	0.4	30

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.4.2****Alumni contributes and engages significantly to the development of institution through academic and other support system****Describe the alumni contributions and engagements within a maximum of 500 words****Response:**

Ruia College has a vast network of illustrious alumni who are well established professionals in the fields of politics, education, research, judiciary, literature, sports, business and industry, social work, public speaking, civil services, fine arts and mass media.

The College has a registered Alumni Association, Ruia College Alumni Association (RCAA) (registered under section 8 of Companies Act, 2013 since June 2018), that effectively connects with the global network of "Ruiates".

The RCAA and alumni of the College have provided significant financial support to the College

- Following infrastructure renovations in the College were funded generously by the alumni in the last five years.
  - The Statistics computer laboratory was completely refurbished with a donation of Rs 35,51,000/- given in memory of an alumnus.
  - The Chemistry laboratory was renovated with funds amounting to Rs. 15,00,000/- donated through the RCAA by an alumnus.
- The RCAA contributes to provide financial aid to deserving economically weaker students through the 'Each One Adopt One' scheme of the College
- RCAA contributes funds to grant seed money to faculty and thus promote quality research in the College.
- RCAA has instituted awards for meritorious students in UG & PG courses as a token of appreciation.

Apart from the monetary donations, alumni also engage in various activities for student development.

- As invited speakers in Conferences organised by the College, alumni who are now well established in their respective fields have inspired and motivated students.
- As Resource Persons for workshops, alumni contribute in skilling students
- By hosting students for internships, alumni opened up doors for student progression.

- Alumni help collaborative organization of international conferences and facilitated the recruitment of reputable resource persons for plenary talks and workshops.
- As part of the Board of Studies of every subject, alumni contribute in curriculum development to transform it to be more contemporary / skill-based, thereby helping train students to become job ready.
- As speakers in competitive exam training and as panellists in mock interviews for students preparing to apply for further studies, alumni help and guide students aspiring for academic progression.
- Alumni also support students with special needs by acting as scribe for writing examinations.
- The RCAA annually hosts the 'Jewel of Ruia' and 'Rising Star' award to two alumni in each category. The 'Jewel of Ruia' award is bestowed upon a College alumnus who has shown exemplary excellence in their respective fields and has significantly contributed to their field. The 'Rising Star' awards recognise young alumni who have excelled in their respective fields well beyond their peer group, and serve as inspirations for the present generation of students.
- The Ruia College Alumni Association organizes 'Alumni Meets' where the present students get an opportunity to have direct interactions with well-established alumni and gain valuable experience for personal development and networking.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The College vision is to lead as a globally acclaimed Centre for Advanced Knowledge Creation, Research and Innovation with inclusivity and human values at its core and contribute to nation-building by transforming students into life-long learners to meet the challenges and demands of the global society.

The College mission is:

- To institutionalize practices that create a conducive environment where innovation flourishes; interdisciplinary and trans-disciplinary knowledge is created and productive research is supported to cater to diverse educational needs and inculcate universal human values.
- To foster generic and life skills that facilitate multi-dimensional growth of students to become informed global citizens capable of adapting and contributing to societal and global needs.

#### **Governance, Leadership and Decentralisation in implementation of the Institutional Perspective Plan (IPP):**

The governance at Ruia College reflects effective leadership aligned with its vision and mission. The hierarchical structure ensures that responsibilities are well-distributed according to staff strengths. The Governing Body reviews and approves decisions taken by the College Development Committee, Academic Council and Finance Committee. The Principal and College office bearers formulate the IPP, annual and short-term plans, aligning them with the institution's vision and mission, with stakeholder feedback playing a crucial role in goal-setting.

Decentralization and implementation is achieved through HoD's of teaching departments (27) and committee heads (61), who oversee different aspects of Student Welfare, Administrative and Academic Affairs, Research, Sports, Co- and Extracurricular activities. IQAC initiates activities and ensures productive outcomes.

#### **Sustained Institutional Growth and NEP Implementation:**

Post autonomy (2017), the College has evolved into an Empowered Autonomous Institution, having achieved notable quality milestones during the assessment period. The College implemented a flexible and interdisciplinary curriculum structure mandated by the National Education Policy (NEP) from academic year 2023-24.

#### **Actions Taken to Achieve Goals:**

### **1. Modern Learning Opportunities:**

- Expanded subject and programme choices:
  - Vocational Skill Courses
  - Subject and Transdisciplinary Electives
  - Credits for Indian Knowledge System Course
  - New programmes: MA Clinical Psychology, MA Political Science (International Relations), MA Philosophy (Philosophical Counselling and Logic Based Therapy)
  - Ability Enhancement Courses for M.Sc. on Emotional Well-being through Logic-Based Reasoning

### **2. Research and Innovation:**

- Secured DBT-BUILDER Grant (Centre for Bioprospecting) for interdisciplinary research
- Appointed three Professors of Practice
- Provided seed money for research
- Increased research and consultancy collaborations

### **3. Inclusivity and Human Values:**

- Participated in '*Pradnya Parisar Prakalp*' coordinated by Institute of Psychological Health, for emotion-friendly campus
- Established Psychological Counselling Centre and Logic Based Therapy Centre
- Upgraded Centre for Students with Special Needs
- Enhanced financial aid through the Each One Adopt One Scheme

### **4. Human Resource Empowerment:**

- Trained teachers for active-inquiry-based learning with MSFDA
- Provided skill enhancement through:
  - Ruia Professional Development Centre
  - Ruia Academy for Competitive Exams

- Institution's Innovation Council (IIC)
- Communication Skills Course
- Induction Programme
- Facilitated experiential learning:
  - Internships for PG students
  - Field Projects

#### 5. Ethics, Environmental Consciousness, and Professionalism:

- Signed SDG accord with the UN
- Established Green Club
- Introduced 'Environmental Science' and 'Understanding India' courses under NEP
- Use of anti-plagiarism software
- Increased student participation in extension activities

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc**

#### **Response:**

The Institutional Perspective Plan and Strategic Plan (2019-2024) formulated by the IQAC, and approved by the College Development Committee (CDC) and the Governing Body, is divided as 'Annual Plans of Action' for effective deployment. The Annual Plan is reviewed through Academic and Administrative Audits, and course correction (if needed) is done.



The areas of focus (2019-24) were Teaching, Learning and Training; Evaluation and Audits; Skill Development & Entrepreneurship; Research; Innovation and Intellectual Property; Digitization of Institutional Processes; Infrastructure Augmentation; Extension and Outreach Activities and Responsiveness to Societal Issues.

### **Deployment of Perspective Plan:**

The formulated Policies and SOPs for achieving the objectives of the focal areas direct the Departments and Committees for effective implementation and judiciously review progress.

Delegation and participation for deployment of the IPP:

- Budgetary provisions approved by the Governing Body are discussed for disbursement by College Office Bearers and notified to all HoDs, Committee Heads and the IQAC, for utilization. Accountability is monitored by the College Office.
- The actions, activities and programmes are deployed by the Office bearers and respective Committees, as follows:
  - Academic and Administrative policies and processes like, Admission Policy, Finance Policy and Processes, Faculty Recruitment: Coordinated by Vice Principals, Heads of the Departments, Examination Coordinator, IQAC Coordinator, CEO and Registrar under the leadership of the Principal.
  - Curriculum development and academic affairs like examination and promotion rules, designing of courses under different verticals of course structure: Coordinated by the Dean (Academic Affairs) with respective Heads; BoS and the Academic Council being the approving bodies.
  - Research and Consultancy Policy, promotion and monitoring activities related to innovation, research, consultancy and IPR: Coordinated by the Dean (Research), through various committees like IIC, Institutional Ethics Committee, Research and Development Cell.
  - Student Welfare committees like Students Grievance Redressal Cell, Equal Opportunities Cell, Freshship and Scholarship Cell, Cell for Gender Sensitization, Centre for Mindfulness and Wellbeing, Student Mentoring Committee, Career Guidance and Placement Cell, Ruia Academy for Competitive Exams ensure well-being, safety, effective grievance redressal and academic, financial and mental support to students.
  - The Internal Complaints Committee and Grievance Redressal Committees accommodate teaching and support staff to ensure effective workplace management.
  - Co-curricular and Extracurricular activities are deployed through Ruia Students' Council, Natyavalay (Theatre), Sports Academy, SDG Committee, Green Club, Science Association and all departmental associations along with NSS, NCC and Rotaract Club.

### **Appointment, Service Rules and Procedures:**

The College adheres to the guidelines provided by UGC, State Government (provisions of Maharashtra Universities Act 2016) and University of Mumbai in the appointment and service rules of permanent teaching and non-teaching staff. IQAC, through the Career Advancement Scheme (CAS) Committee, coordinates the process of promotion of the permanent teaching staff. Thirty-nine teachers have been

promoted under CAS in the last five years.

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

### 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1.Administration including complaint management**
- 2.Finance and Accounts**
- 3.Student Admission and Support**
- 4.Examinations**

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

File Description	Document
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:**

The College management and leadership believe that teamwork enhances productivity and effectively drives the institution towards excellence. The College supports its staff for professional development and motivates employees through various activities, to achieve excellent outcomes.

The College has an established Performance Appraisal System. The College offers opportunities for professional growth and has established systems for welfare of its personnel. Periodic training, workshops, and seminars are conducted for academic upgradation of teaching faculty. Workshops are also conducted regularly for upskilling of support staff. Thus, the Management ensures the wellness of its employees and encourages them to work to their full potential.

**Performance Appraisal System:**

- A Self-Appraisal Form for teachers designed as per the UGC and University of Mumbai guidelines, inspects all aspects of teaching, mentoring, administration, organising co-curricular, extracurricular and departmental activities, research, publications and consultancy services at the end of each academic year. This is validated by the Head of the Department and forwarded to the Principal.

**Welfare Measures for Teaching and Support Staff**

- The College management provides financial aid to the wards of support staff for higher education.
- Wards of staff members are given the opportunity to continue education in the College and in sister institutions.
- The Credit Co-operative Society managed by teaching and non-teaching staff, established in April 2014, provides dividends and loans to the members.
- A family member of a deceased / retired support staff member is given an employment opportunity in the institution ensuring financial support for the family.
- In the last five years, the College conducted upskilling activities in use of new software and ERP systems for administrative staff. Laboratory safety workshops were conducted for all the Laboratory Assistants and Attendants.
- The College organised the following for all the employees
  - Medical camp
  - Physiotherapy camp
  - Sessions on Communication Skills, Team Building, Stress Management, Cyber Security, Disaster Management
- The Grievance Redressal Cell addresses and resolves complaints of teaching faculty and the

support staff

- The College has a tie up with nearby clinics for medical emergencies
- The in-house sports and gym facility are made available to the staff

#### **Avenues for career development/ progression:**

The College initiated/ conducted the following:

- Induction programmes for newly recruited staff members
- Sessions on Career Advancement Scheme for guiding teaching staff regarding promotions
- Sessions/workshops on Upskilling and Capacity Building, Inquiry Based Learning, Use of ICT and Research Methodology
- Promoting research by disbursement of Seed Money to faculty
- Financial support to teaching staff for attending FDPs, seminars, conferences and workshops

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the 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:** 26.58

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
63	91	1	4	1

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<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 teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 27.41

**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
32	25	21	73	14

File Description	Document
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 (data template)	<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

**Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

**Mobilization of Financial Resources:**

- The College being a Grant-in-Aid institution, receives the salary grant for all its aided posts from the Government of Maharashtra. The salary of the staff appointed for non-aided courses are met through the fees collected and from ancillary sources. Beyond this, the College has mobilized funds by applying for schemes for research and infrastructure development announced by governmental agencies (UGC; RUSA; DBT; DST), and ensuring effective utilization, thereby qualifying for further funding from similar or different sources
- In addition, wherever needed, capital expenditure for infrastructure development is taken care of by the Management, S.P.Mandali, Pune
- Our alumni and philanthropists contribute towards expenses for specific purposes (augmentation of teaching learning and research infrastructure). Donors and well-wishers also contribute to fees and educational expenses of needy students
- Funds for organising conferences, workshops, academic and cultural festivals are mobilised through sponsorship

- In the last five years, the College has mobilized funds of over Rs 982 Lakh through the above sources

### Optimal Utilization of Financial Resources:

Optimal and judicious utilization of financial resources is ensured through:

- **Budgeting:** Annual Budgets for capital and revenue income and expenses are prepared and approved by the CDC and the Management in advance so as to ensure timely completion of the tasks/ activities for which they are earmarked. For the self-financed courses and Certificate Courses, especially, ratification of the fee structures is done by the Finance Committee and approved by the Governing Body. The College adheres to the annual budget plans for utilisation of the funds which is monitored by the College administration.
- **Purchase Policy:** The Purchase Committee has a policy and procedure for purchases to ensure cost effective yet quality procurement of goods and services. Purchasing and procurement of common equipment and consumables and also contracts for maintenance services of basic infrastructure are done through a centralised system to ensure accountability and economy.
- **Utilization:** The funds that are mobilized from Government agencies are utilized as per the guidance of the agency and an audited utilization certificate is issued to the funding agency at the end of each financial year.
- **Audits:** The entire process of financial transactions is audited by Internal Auditors, Statutory Auditors, State Government Auditors and the Auditors of the Accountant General. This ensures that utilization is done in accordance with the rules and regulations as well as for the purpose for which the funds were mobilized.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.4.2

**Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

**Response:** 35.61

**6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
14.56	19.11	0.030	0	1.91

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ non government bodies and philanthropists	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.4.3

#### **Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

#### **Response:**

The College being a Grant-in-Aid institution and being managed by a Charitable Educational Trust, regular internal as well as external financial audits are mandatorily carried out. The audits are carried out by external agencies appointed by the General Body of the Trust and audit reports are annually submitted to the Charity Commissioner and to respective State and Central Government departments for the grants received.

- The S. P. Mandali appoints internal and statutory auditors to conduct yearly internal and external financial audits.
- The financial statements of the trust are prepared for every Financial Year under the historical cost convention on accrual basis in accordance with the generally accepted accounting principles in India as adopted consistently by the Trust. The financial statements of the Trust are prepared in the format prescribed under Bombay Public Trust Act, 1950 and the rules framed there under.
- Individual/ Department/ Cells responsible for carrying out this audit and the appellate officers for every audit are clearly identified and informed to the stakeholders.
- All the receipt vouchers, payment vouchers, ledger accounts, bank accounts with reconciliation, salary payment registers, fix asset registers, get audited.
- Auditors verify statutory obligations, such as payment of TDS, Professional Tax, Provident Fund, etc.
- Resolution of all audit queries is done during audit and upon their resolution, the audited financial



accounts (i.e. Balance Sheet and Income and Expenditure Account) are prepared at the end of every financial year.

- The Government, through the Accountant General of Maharashtra and the Senior Auditor of the Department of Higher and Technical Education conducts periodical audit where the salary grants income and expenditure against the same is audited. The above auditors also check the fee collection and utilisation of the same for educational purposes.
- The audits by the government auditors are done based on audited financial statements prepared by the College every year. The audit queries raised during these audits are resolved during the audit itself. Anomalies which may appear, are settled during the audits.

Year	Internal Audits- dates and agency	External Audits-dates and agency
2023-24	December 2023, January 2024, February 2024 M/s KMPS & Associates	August 2024 M/s D R Barve & Associates
2022-23	November 2022, December 2022, January 2023, February 2023, April 2023, May 2023 M/s KMPS & Associates	August 2023 M/s D R Barve & Associates
2021-22	November 2021, December 2021, January 2022, April 2022, May-22 M/s KMPS & Associates	August 2022 M/s D R Barve & Associates
2020-21	June 2021, July 2021, August 2021, September 2021 M/s KMPS & Associates	December 2021 M/s D R Barve & Associates
2019-20	November 2020, December 2020 M/s KMPS & Associates	January 2021 M/s D R Barve & Associates

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has**

contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

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

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

**Response:**

The IQAC was established in 1999. Its efforts over the last few years have resulted in its being endowed with the status of 'Empowered Autonomous College'. The IQAC has implemented and practiced a systemically structured quality programme by formulating policies and developing methods for all academic and administrative processes. It has ensured that standards are maintained, outcomes are periodically measured through the academic and administrative audits and feed-backs. Thereafter reviews and course corrections are done. All activities are planned to fulfil the current needs of the learners and the society at large, by involving industry, academicians and experts in the planning and implementation.

IQAC has its own strategic plan which is meticulously deployed and monitored. Meetings are held regularly and time-based initiatives are effectively monitored towards completion.

Based on the recommendations given in the previous NAAC cycle, incremental improvements in the last five years were achieved by initiating the following, through the IQAC:

**Curriculum design / implementation**

- Effective implementation of Choice Based Credit System (CBCS) and NEP 2020
- Evaluation of attainment of Course Outcomes
- Increased number of e-resources

**Faculty, Staff and Student Empowerment / Orientation**

- Induction programme for
  - first year UG and PG students
  - newly appointed teachers
- Establishment of
  - Professional Development Centre
  - Academy for Competitive Examinations
- Faculty empowerment in teaching pedagogy and leadership programmes
- Faculty training towards NEP

- Development programmes for support staff
- Organization of national/ international seminars and conferences
- Facilitation of students for participation in Inter-Collegiate Research Convention

### **E-governance**

- Digitization of data collection system for effective governance

### **Engagement with external stakeholders**

- Enhancing alumni engagement and mobilization of funds through them
- Encouragement for increasing collaborations with institutions and professional organizations

### **Environment Consciousness**

- Initiative for installation of solar energy panels (50 kWh)
- Initiative for signing UN Sustainable Development Goal Accord

### **Two practices institutionalized as a result of IQAC initiatives are:**

#### **1. Facilitating multi-dimensional growth of students:**

To enhance competencies in learners for inquiry, research, problem-solving and communicating effectively, and to support their career building towards successful employment/entrepreneurship, IQAC initiated the following:

- Training students in active-inquiry-based learning
- Appointment of Professor of Practice for imbibing expertise in research
- Training students under Pradnya Parisar Prakalap (Emotion-friendly campus) in collaboration with Institute for Psychological Health
- Appointing coaches, providing kits and infrastructure for encouraging participation in sports
- Conducting training and workshops by experts for students participating in Youth Fest and theatre group: 'Natyavalay'
- Suggesting themes based on current affairs for College fest 'Samanvay' thereby creating awareness while honing creative capabilities.

#### **2. Consultancy:**

IQAC has formulated the policy for fund generation through consultancy. The College has well equipped research and instrumentation centers. Through these centers, IQAC has encouraged researchers to collaborate with industry for analyses and also to provide training to professionals and students. The amount generated in the last five years through training programmes conducted, sample analyses and industry/ projects is Rs. 82.48 lakhs.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.2

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

#### **Response:**

IQAC has consistently reviewed the teaching-learning process, learning outcomes and structure & methodologies of academic operations, revising/amending the procedures wherever needed.

1. The Curriculum for all programmes was reviewed in context of the CBCS and NEP-2020 based on feedback from stakeholders, external experts, faculty and peers. In addition, the curriculum was designed to correlate with the outcomes expected.

2. Teaching-Learning Processes (TLP):

- The Academic Calendar prescribes the plans and time-frame of activities and examination schedule.
- Faculty are provided with an 'Academic Diary' for preparing teaching plans and keeping records of daily TLP and evaluation; this is monitored by the HoD.
- Methodologies for TLP are structured by faculty members. Designing of TLP is based on learners' needs, difficulty level and feedback-analysis received in the previous year from IQAC.
- Faculty feedback is collected from students annually, analysed by IQAC, reviewed by the Principal and communicated to the HoDs. Feedback of faculty is also obtained from HoD
- Methods for mentoring and remedial measures are in place
- Academic Audits are conducted for monitoring the compliance of processes by departments

3. Learning Outcomes: IQAC has designed assessment parameters to evaluate PO, CO.

#### **Two Teaching Learning Reforms and institutional reviews facilitated by IQAC:**

**1. Capacity building of faculty:** According to the NEP, efforts must be made for transition to blended teaching-learning in order to make education more student-centric and to include vocational education in regular classrooms. For the successful implementation of the novel teaching-learning processes, capacity building of faculty and sufficient technological support is necessary. In view of this reform, following initiatives were taken:

- Organised 3 One-week FDPs on 'Effective Digital Shikshan'; Short-Term Course in 'E-Development'; Refresher Course in 'Modern Biological Techniques'.

- Organised sessions on 'Emotional Intelligence and Interpersonal Skills'; 'Teachers as Mentors'; 'Upskilling and Capacity Building'; 'Inclusion of Learners in Higher Education'.
- Encouraged faculty to undergo FDPs, workshops and training in their respective domains, in online teaching and assessment techniques

## 2. Digitization of academic procedures and quality monitoring:

To align with the GoI's visionary initiatives like One Nation One Data (ONOD), Academic Bank of Credits (ABC) and National Academic Depository (NAD) it became necessary for the College to upgrade its existing digital processes in academics and administration. Following initiatives/upgradations/ reforms were done in digitizing processes and streamlining all academic and administrative procedures:

a) Students' data is accessed, categorised and sorted through the ERP system for academic and administrative processes, and examinations, effectively leading to:

- reduced hold up time from application to admission and from examination to result declaration
- communication of data to all external stakeholders like the portals for ABC and NAD
- making pedagogies more student centric by identifying slow and advanced learners
- analysis of attainment by mapping CO-PO
- streamlining credit transfers

b) The College has a vibrant website that displays all relevant records as per the recent notification on Public-self-disclosure by the UGC.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.3

**Institution has adopted the following for Quality assurance:**

1. Academic and Administrative Audit (AAA) and follow up action taken
2. Conferences, Seminars, Workshops on quality conducted
3. Collaborative quality initiatives with other institution(s)
4. Orientation programme on quality issues for teachers and students
5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc
6. Any other quality audit recognized by state, national or international agencies

**Response:** A. Any 5 or more of the above

File Description	Document
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:**

As a signatory to the UN Sustainable Development Goals, the institution is dedicated to ensuring gender equality on its campus. Ruia College organises programs aimed at raising awareness and sensitising the community about gender inequality, empowering female students to understand their rights and opportunities.

Action is being pursued on following fronts to achieve gender equity:

- **Enhancing Facilities and Security for Women on Campus:**
  - The campus is equipped with electronic surveillance systems that provide video monitoring and memory backup.
  - Lady security personnel are specifically assigned to assist female students.
  - Over the past five years, the College has not received any reports of sexual harassment or security concerns, underscoring the effectiveness of its initiatives in promoting women's safety.
- **Advancing Gender Equity Goals:**
  - The College boasts a significant number of women in administrative roles, including the Principal, Vice Principals and Deans. Currently, 63% of the faculty members are women.
  - 68% of women faculty have undergone training through various Faculty Development Programs (FDPs).
  - The College ensures equal opportunities for female students in leadership roles, participation, and representation within the student council. In the past five years, following number of girl students were appointed as office bearers in the student council- General Secretary(03), Joint General Secretary(03), Sports Secretary(03), Finance Secretary(05) and Cultural Secretary(04).
  - Statutory Committee- Committee for Prevention of Sexual Harassment on Campus (Internal Committee) handles complaints regarding sexual harassment according to established protocols, ensuring confidentiality and accountability.
  - Cell for Gender Sensitization & Equality creates awareness about workplace discrimination and inequalities through various programmes.
- **Financial Support:**
  - Female students receive economic support as per government norms and other scholarship schemes, without discrimination. Additional special support is made available through the schemes like the "Each One Adopt One" which was availed by 235 students in the past five years.

- The College upholds a **zero-tolerance policy** towards discrimination based on race and religion in all academic and extracurricular activities.
- **Access to Education and Healthcare:**
  - All stakeholders have access to learning resources, healthcare support, and facilities for extracurricular activities.
  - Counselling services are available through a certified counsellor on campus. In the last five years total 899 girl students have availed the counselling facility. The institution has also signed MoU with Mpower which is an initiative by Aditya Birla Foundation to promote mental health and well-being among students. Under this activity 50 students (43 girls and 7 boys) have sought therapy.
  - The campus provides adequate restrooms (including disabled-friendly facilities) and a separate Ladies Common Room. Sanitary napkin vending machines and special bins and incinerators are available for disposal.
- **Inclusive Curriculum:**

The curriculum includes areas related to gender equity/equality in various subjects-Foundation Course covers topics such as prevention of sexual harassment at the workplace, constitutional rights and responsibilities, problems and issues faced by women, menstrual leave, and gender equality. BA (English) offers a Gender and Literature course that explores feminism, gender studies, and related topics in literary theory and practical criticism.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

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



File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<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

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

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

#### **Response:**

In alignment with its commitment to Sustainable Development Goals (SDGs), the College actively engages in various waste management initiatives. The College actively manages solid waste through various sustainable practices. Efforts include reducing, reusing, recycling, and treating waste generated on campus.

- Biodegradable canteen waste is utilised in a biogas plant to produce cooking gas, managed by students from the Chemistry department. Additionally, biodegradable waste from the canteen and garden is composted in two on-campus pits, overseen by students. The resulting compost is used to increase the soil fertility of the College garden.
- Waste paper, plastic, broken glassware, and e-waste are collected and transferred to recycling agencies through partnerships with *Stree Mukti Sanghatana*, *Parisar Vikas* NGO, and Eco-Spring Corporation. The College promotes a circular economy by using recycled paper products like notepads, diaries, and envelopes for administrative purposes.
- To manage single-use plastic, collection bins are strategically placed around the campus, encouraging students and staff to responsibly dispose of plastic waste.
- During refurbishment projects, the College donated 148 used benches to organizations like **Sarthee** Foundation and *Vanavasi Kalyan Ashram* for repurposing.
- The College actively participated in the "Bottles for Change" campaign by 'Bisleri', contributing to effective plastic waste management efforts.

#### **Biomedical Waste Treatment:**

- Various departments segregate biomedical waste effectively using color-coded bags according to standard disposal codes. SMS Enviroclean Pvt Ltd, a government-authorized biomedical waste disposal firm, collects biohazardous waste from the Animal Testing Center twice a week, utilizing color-coded bags (black, blue, yellow, and red).
- Sanitary Pad Disposal: Sanitary pad disposal bins manufactured by PadCare Labs are installed throughout the College. PadCare Labs collects, treats, and recycles pads into different products. Additionally, sanitary pad incinerators are installed in ladies' toilets for safe and complete disposal.

### **E-Waste Management:**

The College collaborates with "E-Incarnation Recycling" to recycle electronic waste from various departments, laboratories, and the administrative office.

### **Hazardous Chemical Management:**

Laboratories handling inflammable or toxic chemicals follow prescribed Standard Operating Procedures (SOPs) for safe disposal.

In addition, the College conducts awareness sessions on waste management. These initiatives engage student volunteers who promote creative alternatives and raise awareness among their peers about sustainable waste management practices. The SDG committee organized a 'Zero Waste Campaign' in 2021-22. This campaign saw participation from 277 students and faculty members, highlighting a strong commitment to sustainable practices.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>

#### **7.1.4**

### **Water conservation facilities available in the Institution:**

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

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

File Description	Document
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<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>

### 7.1.5

#### Green campus initiatives include

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

#### Response:

The College, situated amidst the urban sprawl of Mumbai, maintains a lush green campus with abundant vegetation. Emphasizing sustainability, the College adopts practices and policies aimed at minimizing its ecological footprint. The institutional goal is to reduce resource consumption, waste generation, and pollution.

Key initiatives include:

- The College campus is predominantly landscaped, with trees and plants covering about 70% of the area. There are a total of 500 plants, representing 141 different types, lining the campus.
- A research study was conducted to estimate the **carbon sequestration** capacity of the trees on campus.
- Pedestrian-friendly pathways and comfortable seating areas are interspersed throughout the landscaped areas for students' leisure.
- The College actively discourages the use of single-use plastics and provides display boards and receptacles for their safe disposal.
- **Green Chemistry principles** are integrated into Chemistry experiments wherever feasible, minimizing or eliminating use of hazardous substances. The College also practises in-house recovery of spent chemicals for reuse.
- **Energy-saving posters** are prominently displayed across the College
- **Green Club Activities:** The Green Club of the College is instrumental in promoting environmental consciousness and actively participates in initiatives aimed at preserving the natural environment.
- **SDG Promotion:** As an official signatory and contributor to **UN SDG Accord**, the College implements green efforts on campus to minimize pollution and waste.
  - The College emphasizes safeguarding public property by maintaining a 'zero-tolerance'

policy against vandalism and property destruction on campus to instill a sense of responsibility and awareness among students.

- College has partnered with NGO, Energy Swaraj Foundation and launched 'Energy Literacy Training' course. More than 300 students and staff of College have completed this course.
- Students actively engage in projects focused on waste recycling, alternative fuels, and biodegradation of xenobiotics, further promoting environmental consciousness.
- Students of the Chemistry department maintain the biogas plant.
- NSS volunteers manage compost pits and encourage use of compost in home gardens.
- Activities like composting *nirmalya* from religious ceremonies and festivals, *Swachh Bharat Abhiyaan*, 'Best out of waste' and street plays were organised to create awareness.
- Students also contribute to community engagement by setting up 'e-waste corners' in their homes, documenting their efforts and sharing experiences.
- "Task of the Day" activities guide students in practical waste reduction actions, such as managing email storage and transitioning to reusable fountain pens instead of disposable plastic ones.
- The College collaborates with NGOs and professional agencies for safe disposal and recycling of solid wastes.
- The Department of GreenHouse Management collected organic material from the campus and composts it to produce organic fertilizers, pesticides, and fungicides for use on College premises.
- Rainwater harvesting is in place and plans for groundwater replenishment, including the implementation of a "Ring Well," are being undertaken.
- Energy Audit and Green Audit were conducted by external agencies to assess the effectiveness of sustainability programs implemented on campus. Findings from these audits guided the implementation of corrective and preventive measures.

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>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.6

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

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

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

File Description	Document
Report on environmental promotion and sustainability 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>

#### 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

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

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

**Response:**

The College campus and infrastructure are designed to ensure accessibility and ease of movement for individuals with disabilities.

- Ramps and lifts are strategically placed across the campus to facilitate convenient access to

common areas and classrooms for wheelchair users.

- Classrooms are designed on a single level with wide, obstacle-free doors to accommodate wheelchair-bound students.
- Wide corridors and passages throughout the College ensure easy access to lifts and ramps.
- Specially designated and conveniently accessible washrooms are available for individuals with disabilities (Divyangjan).
- A well-equipped **Centre for Students with Special Needs** has facilities for visually impaired students, offering resources in both print and digital formats. Provision of assistive technology such as portable screen-readers and software like Job Access With Speech (JAWS) and Non Visual Desktop Access (NVDA) to aid visually impaired students in accessing educational materials and navigating the College website and other online resources. These technologies facilitate translation of text into speech and braille, enhancing accessibility for visually impaired learners.

Following activities were conducted to support and encourage Divyangjan students:

- Word, Excel, Powerpoint and other computer applications training
- Special classes on spoken English for students who come from a vernacular medium background
- Need-based counselling to the students with special needs to face several emotional and social problems and to gain the most out of the integrated classroom setting
- Provision of readers through video conferencing and provision of recordings of study materials, to cope up with learning during pandemic
- A need-based counseling during the pandemic to gain the most out of the virtual classroom environment
- Celebration of Louis Braille Day to showcase divyangjan students' talents in music and dance
- Special classes for the TYBA class students to prepare them for appearing for the banking examinations
- Workshop in collaboration with *Shraddhanjali* (NGO) to orient students with visual challenges to the various career choices
- Career Guidance workshop in association with 'Enable India' to orient students to the different career options
- Workshop on "Demonstration of the Voting Procedure and Use of VVPAT Machine" in association with Wadala-180 *Matadar Sangh* and NGO *Snehankit* to familiarise the divyangjan voter students with Voting machine and Voting procedure

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.8

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**

**Response:**

The institution, situated in Mumbai's bustling commercial hub, serves a diverse student body encompassing various cultures, languages, and religions. Embracing a philosophy of 'Universal Culture' over 'Culture Fit', the College ensures inclusivity across diverse cultural, regional, linguistic, and socio-economic backgrounds.

To ensure inclusivity and equal opportunities for all stakeholders, the College undertakes specific efforts such as:

- Uniform representation without discrimination: Students and faculty members from diverse backgrounds including ethnicity, religion, gender, economic status, and culture are provided equal opportunities for teaching, learning, and contribution.
- Support for students from diverse backgrounds:
  - Regional and Linguistic Inclusiveness: Teachers accommodate students from vernacular backgrounds by offering explanations in Hindi and Marathi, alongside English as the medium of instruction. The College supports a separate Marathi medium division to cater to regional and local populations.
  - Cultural Inclusiveness: The College promotes values of tolerance and harmony through a variety of cultural activities that celebrate diversity. All events provide opportunities to students from all backgrounds to participate together under a common agenda of cultural enrichment.
  - Socio-economic Inclusiveness: The College upholds a strict adherence to the reservation policy both in admissions and faculty appointments. Additionally, a percentage of seats are reserved for students who demonstrate excellence in cultural and sports activities, promoting inclusivity based on talent and achievement.
  - Initiatives such as free-ships, scholarships, and financial assistance under schemes like 'Each One Adopt One' are actively publicized and accessible to students from weaker economic backgrounds, ensuring equal access to quality education
  - Specialized facilities and support services are provided for differently abled students, audio-visual aids, audio recordings of study material, PDF notes, and assistance during exams.
- Effective mentoring and counselling system: The College implements a robust mentoring and counselling system facilitating one-one interactions that address academic challenges, personal issues, and other barriers to students' learning.
- Equitable accessibility: Learning resources and study materials are made accessible to all students on an equitable basis.
- Special/remedial training: Various departments offer remedial coaching without bias, ensuring all students receive necessary support.
- Equal opportunities: The College prioritizes equal opportunities for all; participation in conferences, seminars, sports and cultural festivals. Additionally, it emphasizes the professional growth of its teaching, support, and administrative staff through upskilling and excellence in their fields.

The College celebrates the following days and organizes following activities to foster inclusivity and awareness among its students:

International Yoga Day, Louis Braille Day, Kargil Vijay Diwas, Shivarajya Din, Janjatiya Gaurav

*Divas*, Navy Week, NCC Day, Marathi *Rajbhasha Din*, Hindi *Bhasha Diwas*, Kalidas *Din*, and Bastille Day

Blood Donation Drives, Shades of Pride, Incredible Odisha, under the '*Ek Bharat Shreshtha Bharat Abhiyaan*', Sessions on Gender Issues and equity and Awareness on Mental Health Post-COVID.

The College's institutional ethos is grounded in the principle of equality for all, and these initiatives underscore the College's commitment to fostering an inclusive environment where every student can thrive academically and personally, regardless of their background or circumstances. Equitable opportunities ensure free and fair interactions, enhancing students' sense of security.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 7.1.9

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

#### **Response:**

The College boasts a rich tradition of delivering high-quality education since its establishment, aiming primarily to nurture students to become exemplary citizens of India. Through various programs, the College endeavors to orient students towards nation-building and prepares them to be conscious and responsible citizens, reflecting the values enshrined in the Constitution.

The College strives to cultivate an enriching environment where both students and staff actively engage in activities that promote values such as tolerance, leadership, and camaraderie.

Various efforts to achieve common goals of good citizenship are as follows:

- Fostering a democratic environment through the Ruia Students' Council (RSC): RSC encourages students to voice their opinions and participate in activities that enhance campus life and promote responsible citizenship. This commitment is evident in the contributions of our alumni towards nation-building and the institutional slogan "Explore, Experience, Excel," which embodies our dedication to student development in all life spheres.
- Democratic Participation and Awareness: Students participate in mock parliament and campaign to promote electoral literacy among the youth, demonstrating their awareness of national duties.



- **Curricular and Co-Curricular Activities:** The College has integrated constitutional values and obligations into its syllabus through courses in Foundation Course, Political Science, and other Humanities departments. These courses cover topics related to fundamental rights, responsibilities, and duties. Additionally, student-centric activities such as poster-making and essay competitions are conducted to raise awareness about these values. The inclusion of IKS as a course under the NEP credit structure is helping students understand and preserve the rich heritage of our country and explore it for societal applications.
- **National Celebrations and Campaigns:** Ruia College celebrates national events such as Independence Day, Republic Day, and *Samvidhan Diwas* that instills a sense of national pride and responsibility in students. During elections, students participated in the State Government's Voter Registration Campaign, and some faculty members were deputed on election duty.
- **Azadi ka Amrit Mohotsav and International Democracy Day:** As part of the *Azadi ka Amrit Mohotsav* celebrations, various departments organized activities to commemorate the glory of freedom fighters and to sensitize students towards national integrity and pride. On International Democracy Day, under the project 'Being Indian-Expressions of Democracy,' students expressed their views on democracy through artwork, photographs, memes, and other mediums.
- **Under the *Ek Bharat Shreshtha Bharat Abhiyan*** activities showcasing the culture of Odisha helps in instilling the concept of brotherhood.
- **The College urges students to sign a SDG pledge** that focuses on commitment towards conservation of natural resources.
- **Social Responsibility and Community Service:** The students of NSS, NCC and RSC of the College organized coastal cleanups, blood donation drives, AIDS awareness and donation campaigns for those affected by natural calamities and for villages adopted for social service.
- **Environmental Initiatives:** The College has a biogas plant, water harvesting systems, and energy conservation measures using solar panels and LED bulbs. Efforts to reduce carbon footprints include Tree plantation drives, and organizing environment-related talks by the Green Club of the College.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.10

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

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

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

File Description	Document
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:**

**Best Practice # 1:**

**INTEGRATING SUSTAINABLE DEVELOPMENT GOALS (SDGs) IN STUDENTS THROUGH ACADEMIC DISCOURSE, OUTREACH AND STRATEGIC PARTNERSHIP**

**Objectives of the Practice**

To inculcate awareness about the United Nations Sustainable Development Goals.

To enforce collective efforts in the practice of the SDGs in the institution and in the society.

**The Context**

Understanding and practicing Sustainable Development is pertinent to higher education as it deals with “meeting the needs of the present without compromising the ability of future generations to meet their own needs”. Realizing this, Ruia College became one of the first 6% Colleges across the world to sign the UN SDG Accord in 2020.

### **The Practice:**

The College designed a 5-year plan (2021- 2026) emphasizing on the goals pertaining to environment management and awareness (Goals 4, 6, 11, 12, 14 and 15) through curriculum, talks and participation in experiential activities. Other goals were addressed through regular student centric activities and policies of the College.

- Conferences/ Seminars /Talks
  - International Conference and Proceeding -Millets 2023’ - A Transdisciplinary Approach to its Resurgence and Sustainability
  - National Seminar: ‘Subaltern Movements in India: Issues & Challenges’
  - Talks
    - Fundamentals and Scope of Sustainable Bioenergy Research
    - Reducing Plastic Footprints
    - Visual Media - A Tool for Climate Education
    - Sustainability and Biodiversity of Mumbai Coast
    - Marine Debris Management
- Workshops:
  - Kitchen Gardening
  - Drying of Flowers and Value Addition
- Students’ Projects:
  - “Wastes accumulated due to toothbrushes”
  - “Can consumer behaviour be held accountable for the e-Waste issue?”
  - “Impact of fast fashion on the environment”
  - “Use of Natural pigments for preparing natural indicators in food industry”
  - “Preparedness of Indian Market towards e-Vehicles”
  - “Production of Biofuel from Sugarcane Bagasse by Facile Fermentation Method”
  - Carbon sequestration of College campus, Mahim Nature Park
- Activities
  - Academic Festivals on themes- ‘Millets’ and ‘Sustainability’
  - ‘Waste Management awareness’, participation in ‘Youth Engagement & Water Stewardship’, under the ‘Green Club’
  - Beach clean-up with My Green Society, Indian Coast Guard
  - Film screenings, Panel Discussions on coastal sustainability
  - Annual Van Mahotsav - Van Sampada and Van Shakti
  - Tree plantation & conservation drives: ‘One Ruiaite One Tree’, ‘Garden@My Home’, ‘Save the Tree’
  - Zero Waste Campaign
- Collaborations:
  - RUR GreenLife Pvt. Ltd.
  - PadCare Labs: Earning Carbon Credits by sanitary napkin waste management
  - Energy Swaraj Foundation: Energy Literacy Course

### **Evidence of Success:**

- Normalising the SDGs in the academic discourse and curriculum
- Wide participation of students in all activities
- Students' SDG projects presented at Research Conventions and Conferences
- Research paper 'Bioremediation of Dyes Using Immobilized Laccase Enzymes' published in UGC care listed Journal
- Patent granted: Biodegradable Sanitary Napkin and filed on Portable Culture Device
- Carbon credits: Sanitary napkin recycling
- Waste Management and Coastal Sustainability case studies: enlisted in the UNSDG Accord Report- Progress towards the Global Goals in the University and College Sector-2023.

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

Time management for these activities, concomitant with the regular teaching-learning schedules.

### **Best Practice # 2**

#### **INCLUSIVE EDUCATIONAL SUPPORT SERVICES FOR STUDENTS WITH SPECIAL NEEDS**

##### **Objective of the practice:**

Ruia College has consistent registration of students with differential needs. Centre for Students with Special Needs (CSSN) caters to the needs of such students with the primary objective of enhancing inclusivity and mainstreaming efforts towards development of progressive educational environment.

##### **Context:**

Students with challenges experience difficulties in managing the academic activities and often are victims of prejudices.

Low self-esteem, lack of confidence in decision making, social stigma, restricted range of available occupations and rarity of conventionally successful role models are some of the major lacunas in their progression. CSSN strives to fill these gaps between the strategic and executive plans and facilitates through encouraging 'inclusivity', rather than being only a service provider.

##### **The Practice:**

Interventions are undertaken at three Ecological Levels:

1. Individual
  2. Immediate Social Context
  3. Wider Social Context
- SVC (Self-Vision Centre) is a special dedicated centre comprising of a Computer laboratory and

recording room. It houses equipment including Brailier, Zumex, Braille Me and Kibo. Along with College staff, NSS, Rotaract Club, the co-ordinator works closely with agencies like National Association for Blind, NGO Snehankit, Help the Blind Foundation, NGO Enable India, to ensure assistance to the students.

- Ramps, disabled-friendly washrooms are available.
- Counselling, mentoring along with Programs like Anger Management, Communication Skills, Effective Study Habits are conducted to develop a positive self-concept, faith and optimism.
- SVC celebrates Louis Braille Day which is marked by a cultural program showcasing the talents of the students with special needs.
- Training Programs organised include
  - Computer Training
  - English speaking
  - Mathematical skills
  - Demonstration of the voting procedure and use of VVPAT machine
- Disability Sensitization: Success of mainstreaming heavily relies on the acceptance by the peers. Hence all students and parents are oriented and sensitized about the peculiar needs of the students with challenges through disability sensitization sessions.

#### **Evidence of Success:**

- 95% of students have completed graduation and 5% have even progressed further. Students have got employed in the Municipal corporation, Banking Services and in Private companies. Some of them have started their own organization assuming entrepreneurial roles. Many are involved in the area of performing art and participate in different bands and orchestras.
- A visually challenged student won silver medal in National Para-Judo Championships for four consecutive years
- English speaking training has helped them to integrate with the outside world
- The Computer training facilitated occupational adjustment
- Voting Machine Training enabled the students to vote confidently

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

- Limited number of trained Personnel: Managing the differential abilities requires trained personnel offering assistance on a one-to-one basis.
- Financial Limitations: Maintaining the resource centre requires several technological resources and continuous updation which poses financial difficulties.
- Socio Economic problems: The low socio-economic background of the students results with lack of support from family in the learning process is an additional hurdle in their educational progress.

### **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:****Explore, Experience, Excel- Holistic and Multidisciplinary Education**

Ramnarain Ruia Autonomous College, has been a paragon of quality education since its inception. The visionary tagline in the college logo, “**Explore Experience Excel**”, has been the foundation of all our academic and co-academic activities that embody the institutional distinctiveness.

The College has a legacy of providing a **holistic and multidisciplinary experience** to students, and has institutionalised practices for the same, much before the implementation of NEP-2020. With the reception of Autonomy in 2017, the College **explored** and implemented different courses and pedagogies such that students **experienced** opportunities for enhanced intellectual, aesthetic, social, physical, emotional, and moral capacities. Thus, drawing a pathway that shapes them into well-rounded individuals **excelling** in all aspirational endeavours.

**Explore:**

- Ruia College has been offering **programs and courses with a multi-disciplinary approach** for several decades:
  - Five year integrated multidisciplinary MSc program in Bioanalytical Sciences since 2010
  - BA programme in Mathematics
  - Economics for students of BSc
  - BVoc courses under DDU KAUSHAL Kendra
- With autonomy, curricula of all courses were **redesigned, restructured and selectively revamped** to ensure inclusion of contemporary topics, new trends, skilling and upcoming areas of research.
- PG courses introduced in 2023, MA Political Science and MA in Philosophy are open to students from all the disciplines
- Since autonomy, the College introduced 63 certificate courses that are skill based/ value based/ ability enhancing. A large number of these are open to students from all the disciplines.

**Experience:**

Ruia College offers a dynamic environment of experiential learning and a multitude of opportunities by well-trained faculty. Along with this, experiences gained through extracurricular activities offer opportunities for increasing social and interpersonal awareness of the students.

- Project based & inquiry-based pedagogy is used right from UG level to motivate students and enhance their critical thinking and problem-solving abilities. The experiences are supported by the following:
  - Faculty that are trained for use of different pedagogical tools
  - Three **Professors of Practice**, who facilitate quality research and help bridge the industry-academia gap.
  - A well-designed inclusion of activities and cultural practices as and when needed in the classroom.
  - Access to common research laboratories with **advanced instrumentation** developed through RUSA and DBT-BUILDER grants.
  - Infrastructure like interactive boards that enhances the learning experience.

- Much before implementation of NEP-2020, the College offered/ conducted the following
  - **On-job training:** 12-16-week internship in industry /research project in research institutes to PG students
  - **Community Engagement, Environmental Education, and Value-Based Education** that instilled life lessons and human values in students
    - As one of the first academic institutions to sign the UN SDG accord, College engages in several activities for sensitization towards environmental issues.
    - Ruia College is the only college in Mumbai to offer a course titled 'Non-Conventional Energy Resources and Waste Recycling'.
    - Blood donation camps, NSS camps in villages, engagement with school children through 'Aamchi Prayogshala' and street plays for AMR awareness
    - The annual academic fest, 'Samanvay', is celebrated by all departments each year with common themes like, Entrepreneurship, Sustainability, Millets. Such activities help to enhance different skill sets and contribute immensely to a sense of belonging, responsibility, inclusivity and teamwork.

#### Excel:

Embarking on a journey through the realm of excellence cultivated within the College, the achievements across academic, extracurricular, and community endeavours that endorse the effectiveness of the explorations and experiences for a holistic development of the students are:

- Since 2019, 478 students presented 196 projects in zonal rounds of '**Avishkar**' **Research Convention**, 33 projects were selected in final round at University of Mumbai, 7 projects won prizes at university and 2 at state level. The College won the overall runners-up trophy in 2023-24 and zonal championship in 2022-23. 2 projects were presented at the all-India '**Anveshan**' competition.
- Students regularly present their research work in national and international conferences. In the assessment period, eight teams have won prizes.
- Students qualified for National Level Sanskrit Talent Search Scholarship and research scholarships granted by IWSA and Asiatic Society. Students have won prizes in inter-university and state-level competitions in debates, elocutions and quizzes.
- Training through RACE has enabled our students to progress in academics to reputed institutions, some of them have made us proud by winning the 'Khorana Fellowship' and the 'PMRF' in their respective institutes.
- Ruia students participated and won in various University, Inter-University, State and All-India level sports tournaments like swimming, *mallakhamb*, rhythmic gymnastics, shooting, basketball, taekwondo. **Of the 4 students qualified, 3 won gold medals in the 'Khelo India Championship'**. One student has participated in the **14th Senior Asian Rhythmic Gymnastics Championships**.
- Undeterred by the effects of the pandemic, the students of Ruia College continued the zeal of excelling in cultural activities and won several accolades like the **Overall Championship at the Inter Collegiate Youth Festival for two consecutive years**. This was in addition to prizes and championships won in several inter-collegiate festivals, in and around Mumbai every year.
- A student was selected to perform at the finale of India's International Groove Fest (IGF).
- A 'All India Best Cadet' of NCC was selected for Republic Day Parade 2022 and won the **PM Banner** and the prestigious **Raksha Mantri Commendation Card**.
- The Ruia theatre group, '*Natyavalay*' is iconic for theatre and cinema aspirants from all over the

state of Maharashtra. For the past 83 years, it has groomed and nurtured the talent of several students. In the last five years, the Ruia team has won prizes at Indian National Theatre(INT) competition, '*Maharashtrachi Lokankika*', a state level Intercollegiate Championship, '*Ratnakar Karandak*' and also '*Zee Gaurav* (Experimental theatre category) as Best One-act play, Best Director, Best Writer, Best Actor, Lights, Set design and Makeup.

The Ruia Natyavalay play, '*Ekadashawatar*' got **11 nominations** at the prestigious Mahindra Excellence in Theatre Art (**META**) National Level Competition.

In conclusion, the College believes in empowering students to explore their passion, navigate through diverse experiences, and ultimately excel in their chosen fields as informed global citizens with interdisciplinary and trans-disciplinary knowledge.

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



## 5. CONCLUSION

### Additional Information :

An educational institution generates an archive of knowledge for the society by empowering the youth of that society. The journey of 87 years of Ramnarain Ruia Autonomous College has been long and consistently filled with learning experiences. Therefore, an attempt to collate it in a recorded inventory of select duration may not always be sufficient. The activities of the last five years could only be read as a footnote to the larger set of aspirations nourished by Ruia College and its students. The real measure of success, thus, is the performance of alumni who are tried and tested after leaving the education ecosystem.

Ruia proudly flaunts a long list of illustrious, veteran alumni in different professional roles, be it industry, academics, management, medicine, research, performing arts, literature, media, social service or civil services, making us proud on all fronts, across the years.

The potential carriers of the baton of achievements can already be seen in the emerging generation of alumni members. To instantiate a few young achievers:

- Pranav Sakhdev- Sahitya Akademi Award for his Marathi novel “*Kale Karde Strokes*”
- Shruti Kanitkar- Sahitya Akademi Yuva Puraskar 2022 for the Sanskrit *Mahakavya*, ‘*Shreemati Charitram*’
- Amod Nagpure- Presidents Gallantry award-2021
- Yogesh Kolte- Advocate of Records by the Supreme Court of India.
- Mayuri Dhumal- Fellowship in Data Value Advocacy program of United Nation Foundation
- Kruti Mahesh- National Award winning choreographer
- Chinmay Thumbe- Author, Associate Professor, IIMA
- Kshipra Joshi, former gymnast Shiv Chhatrapati Awardee, International Level Judge and coach of Maharashtra team
- Beena Pillai, Chief Scientist CSIR, IGIB
- Prabhadevi Venkatramani, Cold Spring Harbour University, winner of Robert Frischman Young Investigator Award
- Atharva Karulkar, founder of ImmunoAct, felicitated by President for indigenously developed Car-T cells therapy
- Aasavari Kane, Cofounder of PadCare, awarded 40 under 40, Economic Times
- Vikrant Kulkarni, Founder, Mohor superfoods, National Biotech Award

These milestones are results of the mutual efforts of the institute and the stakeholders. All the efforts are directed towards adopting as well as adapting to new possibilities, and this way Ruia continues the tradition of aspiring for higher achievements while maintaining the steady stride of its roots on the ground.

### Concluding Remarks :

Shikshana Prasarak Mandali, Pune is a prime educational society in Maharashtra. Established in 1888, S. P. Mandali has been providing inclusive and quality education through the 40 institutions under its umbrella.

In the last 87 years, since its foundation, Ramnarain Ruia Autonomous College has been striding towards

excellence. Moreover, the journey has been acknowledged and motivated by the good accreditation grades in previous four cycles; the first of which was in 1999.

Since its latest accreditation in 2017, Ruia College has adapted to the major shifts in the educational landscape, effectively implementing academic autonomy, evolving to an Empowered Autonomous Status and recently, by imbibing the ethos of the National Education Policy 2020, thus, successfully fulfilling all the expectations offered in the field of higher education.

During the last seven years, the College has excelled in many of its endeavors while complying to the recommendations of the Peer Team of 2017. The College has ensured that the compliance continues to be quantitative as well as qualitative. Through the generated, donated and granted resources, the College enhanced its infrastructure. Furthermore, through numerous activities, initiatives and tie-ups, the College has imparted knowledge to the students through experiential and theoretical learning. Adhering to its vision, the College has helped students grow as responsible, skilled and empathetic individuals. This also includes intensifying their informed affinity towards the world through initiatives under Sustainable Development goals.

The educational realm is fast evolving with technological advancements which require a large modification in the traditional pedagogical methods. The implementation of NEP2020 is another transformative change that promotes shifting the curriculum to extensive vocational skills and bridging the industry with academia more effectively. Realizing these shifts, Ruia College plans to initiate newer systems like blended learning and personalized learning systems that offer the flexibility of Life Long Learning; training educators for the student-centric pedagogies and expanding collaborations with industry and research institutions. The aspirational motive, therefore, is to enable ourselves to face “Education 4.0 - a forward-thinking framework for teaching and learning that equips learners with the skills, attitudes, and values essential for the future”.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p><b>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</b></p> <p>1.2.1.1. <b>Number of new courses introduced during the last five years:</b> Answer before DVV Verification : 1048 Answer after DVV Verification: 1048</p> <p>1.2.1.2. <b>Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</b> Answer before DVV Verification : 1540 Answer after DVV Verification: 1540</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																														
1.3.2	<p><b>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</b></p> <p>Answer before DVV Verification : Answer After DVV Verification :151</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																														
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b> Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1228</td><td>1270</td><td>1376</td><td>1160</td><td>1258</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1216</td><td>1240</td><td>1310</td><td>1160</td><td>1257</td></tr></table> <p>2.1.1.2. <b>Number of sanctioned seats year wise during last five years</b> Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1533</td><td>1471</td><td>1496</td><td>1496</td><td>1546</td></tr></table>	2023-24	2022-23	2021-22	2020-21	2019-20	1228	1270	1376	1160	1258	2023-24	2022-23	2021-22	2020-21	2019-20	1216	1240	1310	1160	1257	2023-24	2022-23	2021-22	2020-21	2019-20	1533	1471	1496	1496	1546
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2023-24	2022-23	2021-22	2020-21	2019-20																											
1533	1471	1496	1496	1546																											

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1533	1471	1496	1496	1546

Remark : As per clarification received from HEI, and number of students should not be more than sanctioned post(total as well as program wise) in any academic year so based on that DVV input is recommended.

**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**

**2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
572	633	678	606	710

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
537	612	619	593	690

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
796	764	777	777	1051

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
796	764	777	777	1051

Remark : As per clarification received from HEI, and as per SOP, Filled seats not to exceed the earmarked one, thus DVV input is recommended.

**3.1.3 Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**3.1.3.1. Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Answer before DVV Verification : 10

Answer after DVV Verification: 3

	Remark : As per clarification received from HEI, and as per provided proof of e-copies, thus DVV input is recommended.																				
3.4.2	<p><b>Number of candidates registered for Ph.D per teacher during the last five years</b></p> <p>3.4.2.1. <b>Number of candidates registered for Ph.D during the last 5 years:</b> Answer before DVV Verification : 71 Answer after DVV Verification: 68</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
3.7.1	<p><b>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</b></p> <p>Answer before DVV Verification : Answer After DVV Verification :29</p> <p>Remark : As per clarification received from HEI, and excluding beyond the assessment period MoUs, thus DVV input is recommended.</p>																				
4.1.2	<p><b>Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years</b></p> <p>4.1.2.1. <b>Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</b> Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>57.28</td><td>703.05</td><td>108.37</td><td>47.35</td><td>167.84</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>57.28</td><td>598.93</td><td>98.89</td><td>46.98</td><td>30.78</td></tr></table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	57.28	703.05	108.37	47.35	167.84	2023-24	2022-23	2021-22	2020-21	2019-20	57.28	598.93	98.89	46.98	30.78
2023-24	2022-23	2021-22	2020-21	2019-20																	
57.28	703.05	108.37	47.35	167.84																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
57.28	598.93	98.89	46.98	30.78																	
4.4.1	<p><b>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years</b></p> <p>4.4.1.1. <i>Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)</i> Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr></table>	2023-24	2022-23	2021-22	2020-21	2019-20															
2023-24	2022-23	2021-22	2020-21	2019-20																	

555.73	236.09	197.19	143.99	280.19
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Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
26.08	15.53	32.07	20.86	5.41

Remark : As per clarification received from HEI, and only Repair & Maintenance to be considered from given head in data template, thus DVV input is recommended.

**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**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
695	661	681	711	617

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
751	675	665	728	659

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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 progressed to higher education during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
281	499	584	509	252

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
140	249	292	254	126

Remark : As HEI has not provided proper proof for placement and progressed students so we are considering 50% of the HEI input, thus DVV input is recommended.

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
27	65	77	40	27

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
28	54	36	41	27

Remark : As per clarification received from HEI, and as per provided list of students, thus DVV input is recommended.

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
73	93	69	87	13

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
50	45	39	60	7

Remark : As per clarification received from HEI, and excluding Participation and Inter Collegiate and hindi certificates, thus DVV input is recommended.

5.3.3

**The institution conducts / organizes following activities:**

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Answer before DVV Verification : A. All four of the above

Answer After DVV Verification: C. Any two of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2023-24	2022-23	2021-22	2020-21	2019-20
66	104	1	4	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
63	91	1	4	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.3

**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

Answer before DVV Verification:



2023-24	2022-23	2021-22	2020-21	2019-20
9	25	19	24	13

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
32	25	21	73	14

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

**6.4.2.1. Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
15.067	19.519	1.131	1.65	3.119

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
14.56	19.11	0.030	0	1.91

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

## 2.Extended Profile Deviations

Extended Form Deviations					
ID	Extended Questions				
1.2	<b>Number of final year outgoing students year wise during last five years</b>				
	Answer before DVV Verification:				
	2023-24	2022-23	2021-22	2020-21	2019-20
	1057	1044	1089	1322	1168
	Answer After DVV Verification:				
	2023-24	2022-23	2021-22	2020-21	2019-20
	991	929	1054	1266	1100
2.2	<b>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</b>				

Answer before DVV Verification : 162

Answer after DVV Verification : 161

**3.1 Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
846.73	1165.81	373.39	306.33	594.20

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
706.55	1030.63	231.76	181.40	420.32