



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

## **DOLPHIN (P. G.) INSTITUTE OF BIO-MEDICAL AND NATURAL SCIENCES**

**MANDUWALA, NEAR SUDHOWALA, CHAKRATA ROAD, P.O. MANDUWALA  
248007**

**[www.dolphininstitute.in](http://www.dolphininstitute.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Dolphin (PG) Institute of Biomedical & Natural Sciences, Dehradun was established in the year 2002 under the aegis of Dolfin Educational Society with an aim to provide quality education in applied and life sciences. Institute is affiliated with H.N.B. Garhwal Central University, Uttarakhand, approved by State Govt. of Uttarakhand, Indian Association of Physiotherapists, NCTE and recognized by UGC under section 2(f). Nestled amidst majestic foothills of Himalayas, Institute stands as a beacon of intellectual enlightenment. It embodies unique ethos cultivating a transformative environment that fuels passion and curiosity of budding scholars. Here, the Institute not only imparts education but empowers the students to delve into intricacies of natural, allied, physical, paramedical sciences, commerce and education fostering a profound understanding of the world around them. The ethos inspires young minds to channelize their talents towards advancement of society through the experience they gain. Thus, the institute emerges as a dynamic force nurturing future leaders who are poised to make significant contributions for betterment and advancement of humanity. Serene environment and committed approach towards teaching learning process is reflected both by teachers and students. Be it Kashmir or Manipur, students seek admission from Pan India and even beyond national boundaries. They intermingle freely to enhance and embrace their socio-cultural ties. Institute with its innovative pedagogy and teaching practices offers a conducive environment for students to grow beyond academics. Modern and sophisticated equipments help students to acquire good practical knowledge and professional training with holistic development. ICT enabled spacious classrooms and specialized laboratories, agriculture farms, poly houses, Wi-Fi campus etc provide students opportunities to excel in their profession and position the institute as a premier centre for learning. The Society running the institute owns Dolphin Jan Kalyan Multi Speciality Hospital and also the institute has tied up with Synergy Institute of Medical Sciences Dehradun owned by a member of Institute's Governing Body both premiere hospitals having 350 beds in totality. There are separate blocks for cafeteria, library, administration, and health care. Ample arrangements for indoor and outdoor games ensure all-around development of students. Wi-Fi enabled separate boys and girls hostels are in close proximity of campus.

### Vision

Lead the youth on a journey of knowledge and innovation, along with cultivating a sense of responsibility, perseverance, integrity and fellowship to fortify society on a global scale.

### Mission

- Steadfastly delivering holistic and ethical development of students with education.
- Focusing on learning inside the classroom and beyond, by nurturing qualities of leadership, teamwork, self-agency and ingenuity in all the lives we touch.

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

### Institutional Strength

- A Multidisciplinary college with diverse streams in science, commerce, life science, professional education.
- Very good Infrastructure and the institution is surrounded by lush green fields.
- Qualified and dedicated faculty members with good team work.
- Progressive and Committed Management.
- Clear Vision, Mission, Goals and Objectives.
- Proactive Internal Quality Assurance Cell (IQAC) to ensure quality in Teaching learning process.
- Facilities available for various indoor and outdoor games and sports
- Financial support to participate in national and international level events.
- Green Initiatives and Waste management system
- Extension and service to society through NSS and other Government bodies.
- The college has an active Alumni Association.
- An active Dolphin Students' Welfare Council and Alumni Association
- A quarterly Newsletter, *Dolphin Insight*, which includes important academic, curricular, and extra-curricular activities.
- Adequate ICT facilities and the academic as well as administrative workflow through the ERP System.
- College has safe and hygienic hostel facilities for girls and boys
- Credible Community Connect and Meaningful Presence resulting in Strong Academia-Community linkage.
- Representations of pertinent stakeholders in the cells and committees ensures transparency
- Constant Endeavor to upgrade quality.
- Inculcating the spirit of innovation among students, and developing a start-up ecosystem.

### Institutional Weakness

- No international linkages
- Inadequate Research Commercialization
- Less than desired Alumni and Philanthropic contribution
- Students will poor communication skill.

### Institutional Opportunity

- Implementation of NEP 2020
- Aspiring to be Institute of Eminence
- Seeking additional International accreditations and rankings
- Exploring opportunities of Internationalization
  
- Unbundling full potential of Entitled status for Online Education
- Strengthening international exposure through association and collaborations with reputed organizations.
- **Increased focus on higher education:-** Govt. on India focusing more on higher education to provide quality education for UG and PG courses
- **Digitization:-** Digitisation will present a huge opportunity for educational institutions in terms of saving

costs as well as reaching out to more students.

- **E-learning platform:-** Investment in e-learning and starting of Massive Online Open Course (MOOC's) is an opportunity waiting to be harnessed for quality education and to generate resources particularly through distance education mode.
- The Skill Development Programs will enable the College to bring about a sharp increase in the rate of the student placements. Enroll the faculty as trainers with the National Skill Development Corporation. This will enable them to equip themselves and impart skill training under the ToT (Training-of-Trainer) model
- The Learning Management system can be further expanded with the Microsite development under the Infosys Springboard Agreement for the faculties to upload their Lectures. It will also help the college teaching and learning to escalate to the global level.
- Participation of the College in the World Skills Competition.

### **Institutional Challenge**

- To increase the enrollment.
- To generate financial resources from Government/ Non- Government bodies.
- Attracting competent faculties at Professor Level.
- To enhance digital tools for benefit of students and faculty.
- To work on IPR Projects
- Finding consultancy assignments from industry live problems.
- To Achieve NIRF ranking

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The college has adequate infrastructure for effective curriculum delivery with 61 classrooms fitted with overhead LCD, 02 auditoriums, 33 laboratories, 05 agricultural farms, 03 Poly houses, 05 Physiotherapy centers, medical OPD, and a Diagnostic lab. Well-stocked digitized library subscribing to reputed professional journals and periodicals. NLIST and OPAC facilities are provided.

The college has made efforts to diversify the programs in tune with the diversifying interests and career opportunities. The college has conducted placement-oriented programs like Pharmachemistry, Microbiology, Biotechnology, Medical Lab Technology, Physiotherapy, Forestry and Agriculture, etc which are introduced in only a few colleges of the state.

Students are encouraged to enroll in different online courses from NPTEL, and MOOCs so that they have a thorough knowledge of the subjects. In this pandemic period, the students are strongly encouraged to use these portals for enhancing their knowledge.

The college adheres to the academic calendar in tune with the affiliating University and prepares its own on the provided guidelines with regards to conduct sessionals, etc. laying down a strong foundation for the academic delivery.

The Principal regularly monitors the progress of the syllabus as per the schedule in meetings with the HOD and

the faculty.

Regular class tests are conducted to evaluate the academic progress of the students. A bi-monthly report of student's academic performance, attendance, and conduct is sent to the parents through ERP.

Monthly review meetings are held on the 1st Saturday, wherein the Management Committee takes the overview of the academic progress in the preceding month. The IQAC also takes feedback from the students. Corrective measures are taken for any shortcomings.

Besides timely completion of the syllabus, the faculty is also engaged in taking remedial classes/ tutorials for slow learners and special classes for advanced learners.

Teaching moral values and ethics is an integral part of classroom teaching and other day-to-day interactions thereby leading to the holistic development of students.

CME/ seminars/ workshops/hands-on training and guest lectures are conducted regularly to expose the students to the latest developments/ research in their fields.

The HVCO activities are undertaken regularly.

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

Teaching plan is prepared by subject faculty as per the COs and accordingly the teaching learning process is carried out. The weekly schedule is shared in advance with the students so that they attend the class fully prepared. Student-centric methodologies such as experiential, participative learning, and problem-solving methodologies are adopted.

Students are graded in different categories as per their academic performance. The subject faculty has the responsibility of bridging the knowledge gap of weak students to cope up with the enrolled program by giving assignments, conducting remedial classes, tutorials, etc. Study material is also provided through ERP.

Guest lectures are conducted by eminent scientists/ academicians/ industry experts to acquaint the students with the latest technologies.

Students are encouraged to enroll in different online courses like NPTEL, MOOCs, and IIRS. Provision is made to conduct coaching classes for NET/ SLET entrance exams for the students. CBCS has been implemented since 2015-16.

Project work/Dissertation is a special course involving the application of knowledge and carries varied credits in different programs.

Internships for six months with Hospitals/ Physiotherapy centers/ Pathology/ Clinical labs are mandatory for completion of UG paramedical Programs.

Activities like Industrial training, clinical postings, farming; propagation in poly houses, medicinal and timber plant nurseries, plant tissue culture lab, vermicomposting provide learning experiences. The students are becoming skilled human resources, enabling them to start their ventures after completion of their study

programs.

The institute has adopted ICT-based teachings in classrooms. The college has an operative ERP system, which is accessible to students, their parents, and faculties for using the e-teaching and learning resources.

The college has an examination cell to handle the issues regarding conducting exams and the evaluation process.

The Institute follows a transparent evaluation system, student's performance, University results, etc is displayed on the notice board / ERP system and informed to the parents via bi-monthly reports.

Program and course outcomes are displayed on the college website and students are also made aware of them during orientation.

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

The College has Research Advisory Committee and a Capacity Building and Skill Development Cell comprising faculty members from various departments. These cells oversee the smooth and efficient coordination of research, innovations, and transfer of knowledge to encourage forging a relationship between the industry and the institution.

The RAC enhances interaction and cooperation between researchers for interdisciplinary and multidisciplinary work. It establishes links with various R&D organizations and funding agencies for research grants.

Funding worth Rs. 16,33,000.00 was granted by DBT, GOI, and USBD for carrying out research projects in the college during the last five years.

It organizes research promotion events like conferences, workshops, and invited lectures.

Management has introduced a Research-incentive scheme to promote faculty for conducting research and publish good papers in peer-reviewed journals.

Provision of study leaves to faculty to carry out their research program.

5 Ph.D. have been awarded to students and faculty during the preceding five years, while 7 are in progress.

The faculty of the college has published 205 research papers, 18 books, and 08 chapters, while students of the College have published 80 research papers based on their dissertation works during the preceding 5 years.

The CBSD Cell support and promote rural entrepreneurship in the region through training, demonstration, and dissemination of technologies and opportunities to the grass root people.

It conducts entrepreneurship programs such as workshops, seminars on entrepreneurship development. It provides information about the financial Institutions for the establishment and running of the industry.

To promote Institution-neighborhood-community network and student engagement, the college has established the Dolphin Students Welfare Committee.

It regularly organizes several Community Outreach Activities to sensitize the students to develop social values, widespread their responsibilities and knowledge in societal issues and problems by making them involved with the people in the community.

Some of the major community benefiting programs by the institute are in the form of regular Blood Donation and Physiotherapy camps, providing free medical consultation and services to the neighborhood rural population who would have otherwise been deprived of this kind of health care.

### **Infrastructure and Learning Resources**

The management has developed adequate infrastructure and teaching resources for an effective teaching learning process. Regular up-gradation is undertaken to ensure optimal utilization of the available infrastructure. The college has 61 well-ventilated classrooms and 33 well-equipped labs with adequate seating capacity. Classrooms have overhead LCD projectors, PAS, and internet connectivity to facilitate ICT-enabled teaching.

The library is fully automated and spread over 3500 sq ft. Stocked with approximately 32745 books and 64 journals, along with 4016 dissertations and project reports by college students.

It is automated with integrated library management software which is linked with the college ERP system. The college has subscribed to NLIST.

The faculty and students have access to ICT resources like the SWAYAM-NPTEL database, NLIST, and NDNL.

Students have open access to Internet browsing nodes in E-library.

CMEs, workshops, hands on training and personality development programmes, guest lectures by invited eminent searchers/academicians to acquaint the students with the latest developments in their field of study and also to promote and strengthen research culture among and students are regularly carried out.

The college has agriculture farms, poly houses to demonstrate agriculture practices and in-situ crop cultivation practices for the students of the Agriculture and Horticulture Departments.

The College has separate boys and girls hostel facilities.

The college has sports facilities for outdoor games and indoor games like Athletics, Basket Ball, Volleyball, Badminton, Cricket, Foot Ball, Kabaddi, Table- Tennis, Carom, Chess, Ludo, etc.

A fully equipped Gymnasium is being maintained at Manduwala Girls Hostel and Agarsen Boys Hostel.

The College students not only organize cultural activities on various occasions like the Annual cultural fest 'Srijan', 'Udan', Independence and Republic days but also participate in cultural fests in other educational institutions and Govt. functions. They have won several prizes in such events.

College and Girls and Boys hostel premises are under complete CCTV surveillance. Thus, the institute is taking care of providing sports facilities, hostels, and security.

## **Student Support and Progression**

The College adopts a proactive role for the progress of its students and ensures full support in their efforts in moving forward. Students are assisted by the administration in procuring scholarships and free ships under various schemes. Many cash prizes are awarded to the meritorious students during the Annual Day function. The list of college toppers is regularly showcased in the College newsletter.

Remedial coaching is provided on a need-basis while bridge courses are conducted to fill in gaps in the curriculum. The Institution has a well-equipped Language Laboratory.

A beginning has also been made to assist the students in preparing for NET exams etc by arranging coaching classes after college hours.

Participation in sports and cultural events is encouraged. The Institution's sportspersons and teams have a consistent track record of highly commendable achievements including participation in national and international events.

Various culture-related events are regularly organized at the campus. These provide a platform for the students to, both, display and showcase their talents and, also, to get an inclusive environment. Students often participate in inter-collegiate cultural events in the City, University, and elsewhere with highly commendable results.

The college has a Training & Placement cell for guiding students in job avenues and arranging various training and internships in Industries and hospitals. It organizes in and off-campus interviews, career guidance sessions, PDP industry-academia interaction, guest lectures, etc. Capacity building cell encourages self-employment activities.

The Anti-ragging Squad, Anti-ragging Committee, and the Sexual Harassment Cell are the mechanisms in place to promptly address the grievances of students, if any, especially related to sexual harassment and ragging. The college has a committee to assist the SC/ST/ OBC students.

These cells and committee work as per the guidelines released by UGC from time to time.

The college has an active Students' Council which meets regularly, deliberates upon various issues, and, under the guidance of the faculty and organizes events of varied nature.

College alumni have excelled in various walks of life and assist the Institution in various ways. Annual Alumni meet are generally well-attended.

## **Governance, Leadership and Management**

The objective of governance and leadership is implemented per the Mission, Vision, and Goals of the College, decentralization and participative management is amply implemented. The effective governance of the college involves Governing body, College Management Committee, Principal, Director, IQAC, Faculty, Admin staff, DSW Committee, Alumnus, Stakeholders, and employers.

The Governing Body delegates authority to the College Management Committee, which, in turn, share it with the different levels of functionaries in the college by engaging itself with the day to day academic and



administrative matters of the institute and meets periodically to plan policies relating to admissions, academic programs, recruitment of staff and infrastructure development. The Principal and the Director implement the decisions taken by CMC.

The Principal assigns specific duties to various academic and administrative bodies of the college based on the suggestions made by the management. Teachers are the key players in implementing the vision and mission of the college and play a proactive part in the decision-making process. Senior faculty members are given responsibilities to act as mentors and counselors to minimize the centralization of authority, to make decisions, and implement them faster which helps to streamline the academic process and progress of the student.

Heads of Departments enjoy considerable administrative and academic autonomy in running the academics and extracurricular activities of their respective departments. They are Conveners of various committees and cells along with the staff representatives on higher decision-making bodies and play an important role in determining the institutional policies and implementing the same.

The College has constituted various committees with faculty as members for the proper functioning of the library, research, academics, Capacity Building and Skill Development, sports, cultural activities, etc both in the campus as well as hostels.

Student Welfare Council comprises faculty and students. It coordinates and undertakes various Community Outreach Activities.

Discipline, dedication, and community services are also inculcated in faculty and staff through NCC, Scouts and Guides, NSS, and Youth Red Cross. A large number of students and faculty are involved in these programs.

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

The College has a wide representation of the vast demographic diversity of our country; by and large students from almost 80% of the States and UT of the country are studying in the College, besides students from two SAARC countries, namely Nepal & Bhutan.

This diversity on college campuses enriches the experience in various ways. For many students, the nonhomogenous composition of the College population becomes their introduction to the world as it is a departure from their sheltered backgrounds. For others who are already familiar with diverse communities, the multiethnic multicultural campus environment is an affirmation of their experience. Navigating the cross-cultural fabric of campus life is part of the overall learning experience for everyone.

College is conscious of challenges and issues arising from the rapidly-evolving national and global scenarios and its responsibilities to this end. Thus, it regularly organizes multiple workshops, CMEs, hands-on-trainings, seminars, Symposium, one-day colloquium, guest lectures, etc in collaboration with reputed organizations or trainers in the field of subject for up-gradation of teaching and learning to provide the extra edge in the knowledge and skill development of our students.

The college has integrated the academic workflow through the common system to improve the internal communications between management, faculty, students, and parents by eliminating the manual processes. It also boosts decision-making through strategic data analysis.

The College celebrates various Days of National Importance with great patriotic fervor to inculcate a feeling of oneness among the student community.

It also organizes various academic and co-curricular activities for inculcating the Fundamental Duties and Rights of the Indian citizens to inculcate social consciousness in them for fostering a good relationship with others, a sense of participation and co-responsibility and become tools of social change with a preferential option for the poor and the weak.

We are committed to the creation of an educated, ethical and prosperous society by imparting higher education to youth enabling them towards integral human and career development in the industrial and human health sector. Our motto is also to train them to be gainfully employed for the overall development of civil society at large.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DOLPHIN (P. G.) INSTITUTE OF BIO-MEDICAL AND NATURAL SCIENCES
Address	Manduwala, Near Sudhowala, Chakrata Road, P.O. Manduwala
City	Dehra Dun
State	Uttarakhand
Pin	248007
Website	<a href="http://www.dolphininstitute.in">www.dolphininstitute.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shailja Pant	0135-2760104	9568004565	-	mail@dolphininstitute.in
IQAC / CIQA coordinator	Shruti Sharma	-	9568004557	-	coordinatoriqac@dolphininstitute.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Uttarakhand	Hemwati Nandan Bahuguna Garhwal University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	16-10-2012	<a href="#">View Document</a>
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	01-05-2015	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Manduwala, Near Sudhowala, Chakrata Road, P.O. Manduwala	Rural	4.17	14270

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Biotechnology,CBZ with Biotechnology	48	Plus two	English	60	17
UG	BCom,Commerce,	48	Plus two	English	120	24
UG	BSc,Agriculture,Agriculture	48	Plus two	English	220	63
UG	BSc,Forestry,Forestry	48	Plus two	English	100	27
UG	BSc,Horticulture,Horticulture	48	Plus two	English	100	0
UG	BSc,Medical Lab Technology,MLT	42	Plus two	English	50	49
UG	BSc,Medical Microbiology And Microbiology,Medical Microbiology	42	Plus two	English	50	17
UG	BPT,Physiotherapy,	54	Plus two	English	50	50
UG	BEd,Education,	24	Graduate	English	50	27
PG	MSc,Zoology,Zoology	24	Graduate	English	40	13
PG	MSc,Botany,Botany	24	Graduate	English	40	18
PG	MSc,Chemistry And Pharmaceutical C	24	Graduate	English	27	9

	hemistry,Pharmaceutical Chemistry					
PG	MSc,Chemistry And Pharmaceutical Chemistry,Chemistry	24	Graduate	English	40	8
PG	MSc,Biotechnology,Biotechnology	24	Graduate	English	33	18
PG	MCom,Commerce,	24	Graduate	English	40	10
PG	MSc,Agriculture,Agronomy	24	Graduate	English	30	30
PG	MSc,Forestry,Forestry	24	Graduate	English	30	17
PG	MSc,Medical Lab Technology,MLT	24	Graduate	English	20	5
PG	MSc,Medical Microbiology And Microbiology,Microbiology	24	Graduate	English	33	21
PG	MPT,Physiotherapy,Orthopedics Neurology Sports	24	Graduate	English	50	50
PG	MSc,Biochemistry,Biochemistry	24	Graduate	English	30	16
PG	MSc,Physics,Physics	24	Graduate	English	30	9

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				24				41			
Recruited	1	2	0	3	15	9	0	24	24	17	0	41
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	18	1	0	19
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				138
Recruited	97	41	0	138
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	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.	1	2	0	12	7	0	8	8	0	38
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	3	2	0	15	8	0	28
UG	0	0	0	0	0	0	0	0	0	0



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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	4		0		4

**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	36	107	0	2	145
	Female	82	42	0	5	129
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	33	87	0	3	123
	Others	15	80	0	6	101

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	20	22	18	17
	Female	16	14	16	13
	Others	0	0	0	0
ST	Male	80	84	87	124
	Female	57	37	88	93
	Others	0	0	0	0
OBC	Male	78	82	76	89
	Female	46	52	63	71
	Others	0	0	0	0
General	Male	158	178	241	248
	Female	128	155	159	204
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		583	624	748	859

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>The DOLPHIN (P. G.) INSTITUTE OF BIO-MEDICAL AND NATURAL SCIENCES, DEHRADUN offers UG and PG programmes. In two UG Programmes namely B.Co. and B.Sc. Biotech with CBZ NEP 2020 has been successfully implemented since academic year 2021-22. The institution gains a multidisciplinary status as a result of the programmes, it offers in different streams. The programmes available follow the CBCS (Choice Based Credit System) pattern, where the credits assigned to the recommended classes are specific. Each course has a set amount of credits and is designated as Core, Professional Elective, Open Elective, Skill-Based, or Value-Based. Experiential learning takes the form of projects, field trips, and internships in almost all PG and UG programmes. A course on environmental studies is part of the curriculum for all UG students in order to make them aware of environmental problems and eco-conscious. The curriculum also includes a course on value education with an emphasis on fundamental moral principles. The particular goals of different courses and the scope of various programmes contribute overall student's development. As an affiliated college adheres to the guidelines established by the parent university in regards to the entry-level requirement for a programme and the length of a programme. The institution is restricted in its ability to permit numerous entries and exits because the university, which approves each programme provided in the college, sets the norms. Student in every programme will be encouraged to conduct multidisciplinary studies that will aid in identifying the best answers to the problems and challenges of the present. Every programme offers a non-major elective course where students can enroll in a course in a different field to gain exposure to multidisciplinary education.</p>
2. Academic bank of credits (ABC):	<p>ABC enables students enrolled in UG and PG degree programmes to leave and rejoin a course within a predetermined time frame. As an affiliated institution, the college has limited options for implementing the ABC system. However, the organisation will adhere to the guidelines set forth by the affiliated university. The students from B.Com. and B.Sc. Biotech with CBZ have registered themselves for ABC from academic session 2021-22.</p>

	<p>institution encourages faculty to make insightful recommendations for developing the curriculum. Senior professor's who work as Chairpersons or Members of the University's Board of Studies provide input on curriculum enrichment. Every student must have access to the Academic Bank of Credits ability to create a distinct or individual Academic Bank Account in digital form. Account holders must also be given a special ID and access to the Standard Operating Procedure (SOP). By enabling students to earn credits from a variety of HEIs registered under this system as well as through NPTEL, an online repository of courses, the ABC Regulations aim to support blended learning.</p>
<p>3. Skill development:</p>	<p>Skill development courses have been introduced in B.Com. and B.Sc. Biotech with CBZ for the students from academic session 2021-22. To improve soft skills, special programmes on soft skill development are conducted with subject-matter specialists. The institution, in addition to teaching the curriculum, undertakes a number of efforts to provide value-based education. Life-skills programmes are run to advance moral principles. To encourage national integration, significant days and events are observed, such as Republic Day, Independence Day, Constitutional Day, Voter's Day and Environment Day. On these occasions, competitions are held in order to inspire students and instill virtue in young people. Every student admitted in the college are supposed to enroll in any of the cell or club like DSWC, NCC, Music Club, Science Club, etc, which is mandatory for graduating. Life skill programmes like Yoga, Mediation, Women Safety, Health and Hygiene, etc, are organized with various experts.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>IKS has been introduced in B.Com. and B.Sc. Biotech with CBZ for the students from academic session 2021-22. India is a cultural treasure trove, with a long history that has produced works of art, literary masterpieces, customs, rituals, language expressions, historical places, and more. Particularly, languages affect the manner in which members of a given culture communicate with others, including family members, superiors and strangers, as well as the tone of their conversations. In discussions between speakers of the same language, the attitude, sense of familiarity, and tone all serve as a reflection and record of a culture. Hence, our languages serve</p>

	<p>as a container for culture. The college has promoted our country's culture and history ever since it was founded. The programme has required electives in Indian tradition, culture, philosophy and knowledge systems as their primary subjects. The college uses English as its primary language of instruction because it is a higher education institution. The university has also noted the challenges that students experience when using English in the classroom. Teachers are also expected to use a multilingual approach to instruction while taking into account the socioeconomic, cultural and language backgrounds of the students. Also, it was discovered that the multilingual delivery method improved the student receptive skills.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>OBE is a system in which all components and aspect of education are centered on the course results. Students can enrolled in courses with the intention of mastering a certain skill or obtaining knowledge, and they are required to do so by the course's conclusion. No particular learning method or time frame exists. The student can choose how they want to learn. Based on the desired results, the instructors and faculty members direct the students. Specific programme and course outcomes are listed for each of the programmes and courses that are recommended in the syllabus by university. Through meetings of the Board of Studies and Academic Council, the affiliating university is sufficiently represented during the design and development of the curriculum to place more emphasis on the course outcomes. It is advised to add more courses that emphasize experiential learning to the curriculum. Our curriculum included skill-based courses, jobseeking courses and project work to make sure that our education is outcome-based. The university has noticed a change away from traditional teaching approaches and the learning process is now more learner-centric. Continuous internal assessments, such as assignments, seminars, project presentations and group discussions are used to evaluate students.</p>
<p>6. Distance education/online education:</p>	<p>As an affiliated institution the college exclusively provided regular programmes. No programme is provided in an online or distant learning format. The institution has observed several stages of teaching and learning process during its educational journey. Chalk and talk was previously the most common</p>

teaching strategy. With the development of science and technology, the educational sector has recently become entirely digital. The use of technology in the teaching and learning process is encouraged at our college. Our management regularly expands the college's infrastructure and IT resources to fulfill the demands that are currently present. The use of numerous virtual platforms for teaching and learning has increased in the post-Covid scenario. Several online teaching technologies are now widely used by the teacher and student communities. The college has utilized blended learning to its fullest potential during the pandemic. The college has experimented with blended learning by combining traditional physical classes with online tests, webinars and assignments.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club is set up in DIBNS with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, essay writing and other programs which create awareness regarding electoral procedures.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Institution has the ELC functional with the Students and Faculty as members.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. Workshops are conducted to create awareness and interest among faculties and students 3. To educate the targeted populations about voter registration, electoral process and related matters through hands ethical voting, enhancing participation of the under privileged sections of society especially awareness programs are conducted.</p>
<p>4. Any socially relevant projects/initiatives taken by</p>	<p>Initiatives are taken 1. To help the target audience</p>

<p>College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, essay writing and other programmes which create an awareness regarding electoral procedures.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2017	2298	2573	2713	2676

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

### 2 Teachers

#### 2.1

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

Response: 111

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	79	84	85	80

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
980.87	792.31	703.79	1088.84	1161.33



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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The Institute has well defined system for planning and effective implementation of the curriculum. The Institute being affiliated to affiliated with H.N.B. Garhwal (Central) University, Srinagar, and follows the University's prescribed curriculum both for teaching and evaluation. The Institute systematically designs and develops action plan for delivery and effective implementation of the curriculum. The Institute strictly follows the academic calendar issued by the affiliating university for planning academic activities.

#### **1. Curriculum Analysis, Delivery Plan and Implementation.**

1. **Curriculum Analysis:** The university curriculum analysed, gaps are identified and co curricular activities are planned to meet the gaps.
2. **Curriculum Delivery Plan and Implementation :** The curriculum delivery plan meets the OBE components like POs, PSOs, and COs as defined by departmental committees. The measures are
  1. Upon release of university academic calendar the IQAC discusses, decides, and plans the college calendar of events. It includes number of working days, schedule for conducting internal assessment tests, submission of assignments in each unit by the students, conducting department's meetings, and collecting on-line feedback. After this, respective department heads in consultation with department faculty members will prepare the department calendar of events.
  2. The Time table coordinator of each department circulates the skill matrix and collect the subject preferences from all the faculty members, bases on their specialiaization. Based on these, subjects are allocated by the HoD before the beginning of every semester.
  3. The Faculty prepares the Lesson Plan, Notes of lesson, assignment topics, and question bank and sample university question papers. They are verified by IQAC team and HoD.
  4. Every month, the ITeacher's Diary are verified and the status of portion completion is periodically monitored by the HoD and Principal.
  5. The study notes are uploaded on ERP. This helps the students to revise the topics and helps the absentees to understand the concepts. This also helps other teachers to understand and review the concepts.
  6. Online/ offline feedback is collected twice in a semester from students

#### **1. Process of Monitoring**

- The HOD, IQAC and Principal monitor the status of course delivery.
- IQAC periodically verifies the quality of delivery process through regular audits of Question

paper audits, Answer script audits , Course file audit and will continuously monitor the attendance and syllabus coverage for every fortnight, and corrective measures are taken for any deviation observed.

- 1. Adherence to Academic Calander:** To ensure the institute strictly complies with the university academic calendar accommodating all planned activities. The Institute academic calendars help faculty members to plan their respective course delivery and undertake academic and other activities. Department heads closely supervise and monitor completion of the syllabus as per the lesson plan prepared by faculty members. Portions for each CIE are decided well in advance and faculty members are required to stick to it.

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 91

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.2.2

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

**Response:** 57.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
1661	1584	773	1510	1535

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

The Institute addresses cross cutting issues relevant to gender. Boys and girls are encouraged to work together in various curricular (laboratory, classes and group project work), co-curricular and extracurricular activities. No discrimination is made between boys and girls while forming committees of associations and clubs.

In all organising committees and institutional related works duties and responsibilities are assigned to staff members without any gender bias. The Institute has a committee to address the issues of women safety at work place. This committee also addresses the issues related to sexual harassment and gender violation.

Environment studies course of 2-3 credits is included in 1st year of all UG programmes as Ability Enhancement Compulsory Courses like B.Sc. Agriculture, Biotechnology, Forestry, Horticulture, and B.Com and some PG programme like M.Sc. Botany and Zoology making students aware of the environmental changes and the challenges faced w.s.r. to applications of Remote Sensing and Wildlife Studies.

English is being taught in several programmes like B.Sc. Agriculture, Biotechnology, Forestry, Horticulture, and B.Com for familiarizing the students with professional ethics and linguistic skills required in the professional domain. Human values and professional ethics are dealt with in Paramedical and Medical Microbiology courses.

There are many platforms for hands-on experiences related to gender sensitivity that enable students to interface with real-life situations such as fieldwork, community outreach, gender sensitization activities under NSS, NCC and DSWC celebrations, seminars, conferences, guest lectures, events such as gender talk, street plays and the like. Outreach is offered as an open activity for all the students to take at least once during the programme of study.

The Human Values and Community Outreach (HVCO) activities range from working in old age homes, orphanages, Panchyat Schools, geriatric village populations, organizing blood donation camps, health check-up camps, hygiene and health workshops, environment awareness camps, workshops on social issues, public health, gender issues, etc.

To sensitize students about the environment and sustainability issues, many activities such as seminars,

workshops, guest lectures, industry visits and field excursions are organized for students of all programmes. Environment Day, Earth Day, Water Day, Wildlife Week, Wetlands Day, Van Mahotasa is celebrated every year, where students actively participate. Workshops and seminars on various aspects of environmental sustainability are organized periodically. The students cultivate saplings of timber species and distribute them gratis to civil Society members to make Doon still greener. College also organizes guest lectures by experts, spiritual gurus and luminaries to inculcate social, moral and ethical values in the students

### 1.3.2

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

**Response:** 41.6

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

Response: 839

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

## 1.4 Feedback System

### 1.4.1

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

**Response:** 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>
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:** 59.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
583	624	748	859	900

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

2022-23	2021-22	2020-21	2019-20	2018-19
1243	1243	1243	1243	1243

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 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:** 38.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
218	217	230	249	253

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

2022-23	2021-22	2020-21	2019-20	2018-19
609	609	609	609	609

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>

**2.2 Student Teacher Ratio****2.2.1**

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

**Response:** 26.89

**2.3 Teaching- Learning Process****2.3.1**

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

**Response:**

We adopt student centric methods to make the Teaching Learning process more effective for the holistic development of students through Experiential learning, Participative Learning and Problem solving Methodologies.

The following activities have been adopted by the faculty and they adorn student-centric methods:

**Experiential learning:**

Students are taken for field visits.

**Laboratory sessions**

Curriculum was designed in such a way that sufficient emphasis is laid on hands-on experiments required for comprehensive understanding of the subjects. The laboratories, software and model experiments are beyond curriculum.

### **Industrial and Site visits**

Study without practical approach is not considered as worth in this challenging and competitive environment. Putting that aim in mind we always take our students to various industries in order to make them understand the classroom concepts in a better way.

### **Internships**

The main motto of Field works/Internships are educational and career development opportunities, providing practical experience in a field/discipline.

### **Community outreach programme**

Students are taken to community visits under social innovation and practise. We will make them to understand real world societal problem. After visit they should understand and design solutions for at least one problem.

### **Participative Learning:**

#### **Expert Talks, Workshops and seminars**

Students are encouraged to participate in workshops expert talks and seminars organized by various professional societies, esteemed institutes and industries.

#### **Group Discussions and Role plays**

Purpose of group discussion is not to win an argument but it is to help each group member explore and discover personal meanings of a text through interaction with other people. In the Language lab students will get an opportunity to participate in group discussions.

#### **Problem Solving Methodologies:**

Real life and working environment problems are discussed in the class.

**Developing Models:** Models make possible to go beyond observables and imagine a world not yet seen. The students are encouraged to prepare models.

#### **Project Based Learning :**

It is a teaching method in which students learn actively by engaging in real-world and personally meaningful projects. Students work on a project over an extended period of time from a week up to a semester that engages them in solving a real-world problem or answering a complex question.

#### **ICT- enabled tools including online resources for effective teaching and learning process**



Faculties utilize three types of ICT tools such as

1. **Generic tools for learning** : Starting from productivity tools to simulation & modelling to access, extend, transform and share information e.g. Licenced and open source software for lab and Projects,
2. **Content-based resources** : to access a vast source of educational resources that effectively can be integrated with the curriculum objectives e.g MHRD-NMEICT, NPTEL-SWAYAM, Blogs, NDL
3. **Interactive instructional courseware**: Self-paced learning materials e.g Google Class Room, MOODLE/Blackboard/Canvas LMS, Video Lecture, Course material in website etc

The integration of ICT with teaching and learning has produced some of the significant positive gains in learners' knowledge, skills and attitudes by providing the following key advantages:

- Explore and represent information dynamically and in many forms
- Become socially aware and more confident
- Increase motivation
- Communicate effectively about complex processes

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	79	84	85	80

**File Description**

**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

### 2.4.2

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

**Response:** 68.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	55	58	58	52

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

**Centralized Continuous Internal Evaluation System (CIE):** is a vital part of the teaching and learning process. The College adopts CIE System to assess all aspects of a student's development which continues throughout the year.

**Evaluation Process:** Students are made aware of the evaluation process through:- Academic Calendar for the academic year is notified by the Principal. It lays down a strong foundation for academic delivery considering the PO's and CO's. The academic calendar is designed in line with the affiliating University's Academic calendar to ensure the optimum number of working days.

**Evaluation of course work** i.e., internal sessionals examination, assignment, presentations, fieldwork/ clinical orientation, discipline, and attendance is followed uniformly. In lab courses practical and lab records are considered important for evaluation. However, as per their teaching plans, each department may take little grace to schedule their own internal subjects' concurrent evaluation.

**Conduct of examination:** Controller of Examination is responsible for smooth conduct and supervision of examination.

There is a slightly different pattern for conducting CIE in Semester/ Annual Examination systems.

### **Semester Programs:**

1. **Two University Sessionals** both for theory and practical.
2. **Assignments:** comprising seminar, home assignments, and discussions.
3. **End of term examination:** is an external system of evaluation in case of core and elective courses, and an internal system for AEC and Skill Enhancement courses. The evaluation of the practical examination is completed by an external examiner and course instructor.

### **Annual Programs:**

1. Two Internal evaluation in all programmes is conducted. Pre-University examination for theory is conducted once in an academic session.
2. The marks obtained by the students are uploaded by the college on the university's prescribed portal. The marks and attendance are also conveyed to parents through bi-monthly progress reports of the students by the respective Class Coordinators.

**Revaluation:** If a student feels that his/her answer book of a course(s) for external examination (except re-examination) has not been fairly evaluated, he/she may apply for the same.

**Re-examination:** The re-examination shall be permitted both for theory and practical external examination in core and elective courses which are offered by the student during a semester.

**Institute level:** Any grievances related to assessed answer books are resolved by respective faculty members. Students can also approach the Head of the department, in case of any grievances.

### **University level:**

- After the declaration of University results, students can apply for reassessment in which they request for photo copy of their answer books from the University.
- If the students have grievances after receiving photo copy of answer book, they can apply for reassessment.
- Reassessment result is declared by University in due course of time.
- Examination section attends to the grievances of the students related to University examination.
- The Institute takes special care in dealing such issues.

## **2.6 Student Performance and Learning Outcomes**

### **2.6.1**

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

**Response:**

- The course outcomes are clearly defined using Bloom's taxonomy for all academic programmes of the Institute.
- The course outcomes are measurable and stated using active verbs (Bloom's taxonomy).
- They are expressed as complete declarative sentences that clearly describe the knowledge, skills, and competencies that students are expected to acquire as a result of completing their course.
- The outcomes are assessed and measured to identify the extent to which goals are accomplished.
- All Program Outcomes have been adequately addressed through the core courses and their Course Outcomes.
- Process of dissemination of Vision, Mission and POs / PSOs among the stakeholders and it's awareness:
  - The Vision, Mission and POs / PSOs are published on college website, departmental webpage through which it is disseminated to those stake holders who visits these websites.
  - The Vision, Mission and POs / PSOs are displayed in HoD cabin, meeting room, Departmental Notice Boards, Class Rooms, and Laboratories etc. This also is one of the ways of conveying these to stake holders particularly students, faculty, parents, visitors etc.
- Apart from this, vision & mission statements are informed to all the stakeholders of the programs through faculty meetings, student awareness workshops, student induction programs, parents meet etc.
- New admitted students are informed about these concepts at induction programs.
- Every teacher, before start of his/her first lecture, informs course objectives and course outcomes.
- After completion of each unit of the course, teacher again informs about the CO and tests the students for its attainment.
- COs are displayed on all examination question papers and laboratory experiment manuals.
- Students are also informed about the objectives of any new program/ activity conducted for them and how it will be beneficial for them in fulfilling the POs and PSO.
- Feedback is taken from students after every semester in terms of achievement of POs and PSO through academics and other activities conducted in the campus.
- Thus, continuously POs, PSO and COs are disseminated to teachers and students.

**2.6.2**

*Attainment of POs and COs are evaluated.*

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

**Response:**

The assessment tools and processes used for measuring the attainment of each of the program outcomes and program specific outcome are as mentioned below:

**Method of Assessment of POs/PSOs**

- The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.
- Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes.
- The knowledge and skills described by the course outcomes are mapped to specific problems on University examination, internal exams and assignments. Throughout the semester the faculty records the performance of each student on each course outcome.

**Average attainment in direct method = University examination (80%) + internal assessment (20%)**

Indirect assessment strategies are implemented through the feedbacks from students, parent and alumni

The tools used for the assessment of POs/PSOs and their frequencies are as mentioned below:

Sr.No.	Assessment Tool	Description	Mode	Frequency
1	University Examinations	At the end of each semester University conducts the examinations. After University results the course outcomes are measured based on course attainment level fixed by the program.	Direct	End of each semester
2	Internal Examinations	Internal sessional examinations are conducted per semester to ensure that students have achieved the desired level of competencies at unit level and whether corresponding COs are achieved or not. According to the performance of the student mapping is carried out with the respective Cos for	Direct	Twice per semester

		assessing the attainment level of specific COs of the course.		
3	Assignment	Assignments are given at the end of each unit. According to the performance of the students in answering each question mapping is carried out with the respective COs.	Direct	End of each unit
4	Activities	Field Visits, Internship, Project Work, Models/Charts	Direct	As per Syllabus
4	Alumini feedback	Alumini feedback is an important tool to find out level of relevance of the curriculum with the expected skills of the industries. After receiving the response, the answer to the specific question is assessed and mapped with the corresponding POs to find level of attainment	Indirect	Once in a year
5	Student feedback	The objective of conducting the survey is to understand the strength and weakness of various value-added courses, pre-placement training imparted.	Indirect	Once in a year

**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:** 95.69**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
555	804	855	839	808

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

2022-23	2021-22	2020-21	2019-20	2018-19
711	808	866	842	808

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.96

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 16.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.93	2	0.30	0.50	1.60

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

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

We have a dedicated Capacity Building and Skill Development Cell as well as Research Advisory Committee that provides a platform for students, research scholars, researchers, field experts and industry personals to interact and work in partnership to initiate breakthroughs: fusing the uncommon, taking risks and thinking big.

**Following activities are considered by RAC:**

- To enhance interaction and cooperation between researchers for interdisciplinary and multidisciplinary work.
- To forge academic and research collaborations with State and National government agencies, and industries.
- To establish links with various R&D organizations and funding agencies for sponsored and



contract research.

- To work towards the development of DIBNS as a renowned R&D center.

### Objectives

- To organize research promotion events like conferences, workshops, invited lectures. To motivate faculty for doctoral research.
- To encourage faculty to undertake research projects in thrust areas in science and technology with funding from various agencies.
- Management introduced the Research-incentive scheme to promote research publications. Provision of Study Leaves to faculty to carry out their research program.
- No fee is charged for students carrying out research activities in the college for the Ph.D. program.

**Research facilities:** Funding nearly Rs19 lacs. was granted by Govt Funding agencies DBT, USBD etc for carrying out research projects in the college during the last five years. The number of publications by faculty has increased significantly during this period and more than 189 research papers, 17 books, 18 chapters in books, Pre- and post-conference proceedings have been contributed by faculty and students.

### Following activities are considered by CBSD Cell:

- To give Training, counsel, guide, and mentor for setting up the enterprise.
- To support and promote rural entrepreneurship in the region through training, demonstration, and dissemination of technologies and opportunities to the grass root people.
- To assist in setting up technology exhibitions, awareness camps, and product development plans.
- To provide support in documentation, project proposal preparation, and patenting of innovations.
- To facilitate and provide the tools for technology development and implementation in the labs.
- Incubation center conducts entrepreneurship programs such as workshops, seminars on entrepreneurship development.
- To provide training by experts for marketing the products developed.
- To provide information about the financial Institutions for the establishment and running of the industry.

This cell is focusing on inculcating the spirit of technological entrepreneurship amongst our students and young entrepreneurs to enable them to learn how to take knowledge-based innovations through to a commercial outcome. The skills learned during the programs helped participants to enhance their expertise in technology, commercialization, and business development.

### Innovations by Departments

Biotechnology:

Forestry:

Agriculture:

Education:

22 patents are registered.

### 3.2.2

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

**Response:** 48

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	13	5	6	3

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

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response:** 0.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	22	17	11

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 0.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	10	4	14

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	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1

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

**Response:**

One of the objectives of the vision and mission of the college is to inculcate social consciousness in the students making them capable of fostering good relationships with others and become tools of social change to serve the civil society at large.

To promote Institution-neighborhood-community network and student engagement, the college has established a 'Dolphin Students Welfare Committee headed by the Dean Student's Welfare to instill civic responsibility in the young minds of students through extension programs and value-based activities to develop students into sensitive, socially responsible men and women. The DSWC regularly organizes

several Human Values and Community Outreach (HVCO) Activities to sensitize the students to develop social values, widespread their responsibilities and knowledge in societal issues and problems by making them involved with the people in the community. For achieving the objective DSWC establish contact with Panchayats in the neighborhood, NGOs, News Papers, and Police Department. Students demonstrate profound interest to attain social values and responsibility. Visit the orphanages, schools, etc in the nearby villages is being performed by students under the wings of DSWC. Organizing such events creates awareness about society and their social responsibility. Besides, NCC and NSS units organize programs such as Swachh Bharat Abhiyan, Cleanliness drive, YRC unit assists in organizing blood donation camp, and Red Ribbon Club is invariably responsible for the awareness programs on HIV. The other major community benefiting programs by the institute are in the form of regular Blood Donation and Physiotherapy camps providing free medical consultation and services to the neighborhood rural population who would have otherwise been deprived of this kind of health care. College also extends these services in various games, athletic meets, etc organized by various social agencies, police, and NGOs. Our students are also closely associated with the State Police Department in the campaign “Say no to drugs” to spread awareness among the youth of the State. The students also participate in road safety campaigns along with the police department. Interactive TV shows are also held within the campus wherein the students interact with the Govt. officials and NGOs. The students spend many festivals with underprivileged children. They also distribute school books, stationery, uniform, and sweaters to the school children in the village areas. College also provides scholarships to poor girl students. During the period under consideration 45 Physiotherapy and Health Camps, 11 Blood Donation Camps, and 63 HVCO activities were undertaken in the field of Drug abuse, cleanliness drive under Swachhata Abhiyan, road safety, women empowerment, gender sensitization, plantation drive, Yoga Shivar, and extending helping hand to the orphans and underprivileged children in the form of providing them school stationery, uniforms, and sweaters. The above extension activities provide close opportunities to our students to interact directly with the rural population and inculcate a sense of social obligation towards the welfare of civil society at large.

### 3.4.2

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

##### **Response:**

Our Vision and mission encapsulate profound commitment to nurturing socially conscious individuals who are not only academically proficient but also actively engaged in serving community and catalyzing positive social change. At heart of college’s ethos lies belief in fostering good relationships, promoting civic responsibility, empowering students to become instruments of societal transformation.

Central to our endeavour to promote institution-neighbourhood-community networks and student engagement is Dolphin Students Welfare Committee, spearheaded by Dean SW. DSWC serves as platform for instilling civic responsibility in students through a myriad of extension programs and value-based activities. These initiatives are designed to develop students into sensitive, socially responsible men and women who are equipped with knowledge, skills, and empathy necessary to address pressing societal issues.

One of cornerstones of our engagement efforts is regular holding of HVCO Activities by DSWC. These serve as conduit for sensitizing students to develop social values and understand their responsibilities towards society. From conducting blood donation camps to addressing issues such as drug abuse, road safety, women empowerment, gender sensitization, environmental conservation, students actively engage with community, extending helping hand to underprivileged and marginalized sections.

Besides DSWC, NCC and NSS units play pivotal role in organizing programs like Swachh Bharat Abhiyan and cleanliness drives, further reinforcing our commitment to community service. Youth Red Cross unit assists in organizing blood donation camps. Red Ribbon Club focuses on raising awareness about HIV/AIDS.

Physiotherapy Department stands as beacon of healthcare accessibility for rural population in our neighborhood. Through free medical consultations and services, holding of physiotherapy camps, faculty ensures that individuals who would otherwise be deprived of such healthcare facilities receive the attention they deserve. These efforts extend beyond medical care to include education on maintaining healthy lifestyle, managing musculoskeletal and orthopedic ailments.

Impactful contributions of college have been duly recognized by government, non-government and esteemed organizations. From accolades for our involvement in volunteer blood donation movements to awards for spreading environmental awareness, our efforts have garnered praise and acknowledgment from various quarters.

News paper Dailies like Amar Ujala Ltd, Hindustan have felicitated College for extension activities being carried to serve mankind. SBTC, USACS & Health and Family Welfare Department, Uttarakhand, IMA Blood Bank, Govt. Doon Medical College have felicitated for valuable contribution in noble cause of volunteer blood donation movement. MGNCRE has bestowed One District One Green Champion Award for efforts undertaken to spread environmental awareness. Indian Association of Physiotherapists has recognized efforts put in by faculty members from Department of Physiotherapy. Harshal Foundation, Sajag Sanskritik Samiti, NGO, Veer Anusuya Prasad Mahaveer Chakra Mahila Samiti (Reg.), Arpit Foundation, Beti Bachao Beti Padao Committee of Uttarakhand Government, Arya Samaj Dehradun etc have also recognized the efforts of college in serving under privileged section of society for their upliftment.

College is committed to nurturing socially conscious leaders who are committed to serving humanity. Through holistic approach that combines academic excellence with community engagement and social responsibility, we strive to empower students to become agents of positive change, fostering brighter and more inclusive future for all.

### 3.4.3

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

**Response:** 67

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

**last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
23	8	8	11	17

<b>File Description</b>	<b>Document</b>
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.5 Collaboration****3.5.1**

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

**Response:** 31

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

**Response:**

The Institute is sprawled in an area of 4.17 acres of land and the total built up area of the building constructed is 16741.23 sq.mt.

**Academic Infrastructure:** The Institute ensures that there is the optimal utilization of the available infrastructure. College has 61 well-ventilated classrooms with a capacity of 40-100 students, 31 well equipped labs with adequate seating capacity on different floors of the building. Classrooms and labs are equipped with lights and fans, and a large number of classrooms have overhead LCD projectors (59), PAS, and internet connectivity to facilitate ICT-based teaching. Classrooms and labs are provided with a biometric attendance facility for students and faculty for monitoring attendance in every period. There are one Computer lab and an IT server room.

The college has one each Medical and Physiotherapy OPD and 04 Physiotherapy centers in the city, a diagnostic Lab, two conference halls. The campus is Wi-Fi enabled; Hostels have Wi-Fi facilities.

**ICT Infrastructure:** ICT teaching aids were installed in classrooms, labs, and seminar halls. One to one Desktop PCs have been provided to the faculty. A total of 56 desktops and 64 thin clients additional PCs and four servers are provided. ERP has been installed.

**Library as Learning Resource:** Central, departmental, and hostel libraries are present. Approximately 32745 books and 67 journals are available in the College library. There is a separate 'Reference Section'. The Central library has a well-stocked repository comprising about 4016 dissertations and project reports by college students. The college girl's hostel also has a referral library for meeting the emergent needs of the students.

**LMS:** <http://erpportal.dolphininstitute.in>

**Facilities for Cultural, sports, yoga , games (indoor and outdoor), Gymnasium, auditorium**

The college has sports facilities for outdoor games and indoor games like Athletics, Basket Ball, Volleyball, Badminton, Cricket, Foot Ball, Kabaddi, Table- Tennis, Carom, Chess, Ludo, etc.

The college has an adequate Playfield measuring 6123.8 sq m (dimension 91.4X 67 m.) for outdoor

games like Badminton, Volley Ball, Basketball, Kabaddi, Kho-Kho, etc., which are duly demarcated in different areas. A separate indoor hall measuring 98.7sq m (dimension 16.45X6 m) has been provided for playing TT, Carom Board, Chess, etc.

The arrangement on a payment basis has been made with neighboring Tibetan Monastery for using their playfield to organize Football & Cricket matches. College is allowed to host the intercollegiate (Boys & Girls) football competitions at ONGC Stadium, Dehra Dun.

Facilities provided are sports and storerooms, players are provided Tracksuit, T-shirts and lower for practice, separate uniforms for different faculty players, meeting all expenses of players for participation in State and National events, provision for refreshment and lunch to participants and staffs for various events. Winners are felicitated with mementos/ cash awards.

Yoga Centre and Gym are in place for a balanced health of stakeholders.

College provides its playground for organizing events of the affiliating university and other tournaments. The college has organized Interdepartmental and Inter-Collegiate (HNB Garhwal University Affiliated Colleges) Football & Cricket tournaments.

#### 4.1.2

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

**Response:** 26.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
282.33	140.76	95.23	303.21	411.56

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

## 4.2 Library as a Learning Resource



#### 4.2.1

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

##### **Response:**

The college Library is one of the richest self-financed PG College libraries in Dehra Dun. It spreads in an area of 3500 sq ft. The library is located on two floors situated in the center of the academic block. The GF has the reading room while the FF has the stack room, issue and return section, reference section, and repository.

The collection includes more than 32745 books, 67 journals, and 19 magazines. During the preceding five years 6299 books worth Rs. 25 lakh were added, while Rs. 1352477.00 was paid towards the annual subscription of research journals including NLIST membership. The collection of books includes a wide range of subjects from pure sciences, paramedics, physiotherapy and social sciences, languages, etc. The library has a spacious reading hall and reference section. The reading area can accommodate 150 users at any point in time.

The library is automated with integrated library management software CAMPSYS Software installed in 2011. It is now integrated into the college ERP system. It is a multi-user, multi-tasking online software for automating library searching, acquisition, cataloging, and circulation activities of books. All books in the library are accessible and bar-coded. The Books are classified according to Dewey's decimal classification.

The various housekeeping activities of the library such as data entry, issue and return, and renewal of books, member logins, etc are done through the software. OPAC (Online public access catalog) service is also provided where the users can search the collection of books by title, author, publisher, etc. The books are being barcoded and the users are given unique barcode ID. Apart from the printed books, the library is having access to e-resources of N-list which is a part of the e-shodhsindhu consortium of INFLIBNET, where the users are given awareness and made to access, browse and download ebooks, ejournals, databases, etc. Library also has access to the National Digital Library Program of GOI. The library provides reprographic service and internet service. The Internet room is provided with 05 systems and 02 heavy-duty printers. For enhancing security closed-circuit cameras have been installed. Fire safety units are also available.

**The total number of computers for public access:** 10 PCs are installed in the library stack room for accessing e-resources as well as for the OPAC facility. NPTEL resources are also made available in these Desktops. Students are also provided open access to NLIST Portal, besides the e-books loaded in the library database.

##### **Content management system for e-learning:**

1. As a paid member of the NLIST Programme College students can access electronic resources subscribed by the UGC-INFONET Digital Library consortium as well as few selected e-resources that were found most appropriate for colleges including e-journals and e-books. These resources include more than 6000+ e-journals and 97,000 + e-books.

2. College is also a member of the National Digital Library of India under MHRD under the NMEICT program.
3. The library has a database of about 800 e-books.
4. Library also subscribes to eight e-journals

## 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:**

Keeping pace with the advancements in IT technology the college has adopted the ICT-enabled teaching and learning and has evolved the ICT technologies accordingly.

The college has dedicated Internet bandwidth with a speed of 100 Mbps.

The college has a full-fledged IT cell manned by four IT personnel on a full-time basis. The IT cell is responsible for the overall maintenance of servers, desktop systems, and other IT backbone components, surveillance systems, besides solving day to ICT-related issues. They ensure that that college has updated facilities and uses the latest version of software on its computers.

In line with the guidelines from NME-ICT GOI, every faculty has been equipped with an internetconnected desktop computer. To maintain ICT-based teaching and learning concept at college some faculty have started using an open-source MOODLE LMS as an online teaching platform. They have begun uploading their audio lectures, notes, assignments as per the curriculum and sharing them with students through their MOODLE portal. Some individual faculty have recently started making use of modern ICT-based teaching and learning facilities like Google Classroom. Others are being encouraged to adopt it too.

The faculty also has access to ICT resources like the SWAYAM-NPTEL database, NLIST, and ND. ebooks are accessible via their ERP login. Because of promoting open-source software, desktop systems are installed with LINUX OS and office-related applications. They also have individual user ID and password for accessing the internet from anywhere on the campus. Consequently, a large number of faculties have prepared lecture notes, practical manuals, and question banks which are uploaded in ERP, and are readily accessible to the students whenever they need to consult them.

Students have been provided with Internet browsing nodes in the e-library. The students can also utilize the Internet facility during the labs for any academic updating. Every classroom is provided with

overhead LCDs projector and Internet connectivity to improve the content delivery mechanism. Some of the classrooms have a P.A. system for effective delivery of web-based video lectures from YouTube apart from NPTEL. Every classroom and laboratory has been equipped with a biometric system that is integrated into ERP applications to monitor the attendance of the faculty and students whenever a lecture is delivered.

The library has an internet facility and access to NLIST, NDL, and OPAC.

The ICT culture is also inculcated in the students and they are encouraged to present their reports, seminars, and dissertation presentations through ppt. Some departments have adopted blended learning quite well and even make use of 'Virtual Lab Technology' by downloading teaching material from youtube.com, etc.

College is a Local chapter of NPTEL. The e-resources of the SWAYAM-NPTEL database can also be accessed both by students and faculty. The SPOC NPTEL publicizes the online certification courses amongst the students and informs them about the courses being offered currently. Every faculty can access the NLIST facility in their systems off campus as well. To ensure mobile connectivity the college has Wi-Fi services.

#### 4.3.2

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

**Response:** 14.2

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

**Response:** 142

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 25.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
226.98	229.73	201.80	275.64	272.86

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<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:** 61.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
1410	1458	1430	1590	1712

#### File Description

#### Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

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

#### File Description

#### Document

Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

**5.1.3**

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

**Response:** 41.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
1553	741	413	1519	815

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

**5.1.4**

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

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

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

**File Description****Document**

Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance

[View Document](#)

**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:** 51.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
477	424	436	387	360

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

2022-23	2021-22	2020-21	2019-20	2018-19
711	808	866	842	808

<b>File Description</b>	<b>Document</b>
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.2.2**

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

**Response:** 6.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	30	27	26	27

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

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

**Response:** 27

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	9	13

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

#### 5.3.2

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

**Response:** 37

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	25	6	44	65



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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The DIBNS Alumni Association aims to link the alumni to the institution, develop synergistic plans to support the institution and achieve its vision, and to enable the institute to add value to all its stakeholders. The Institute established alumni cell vide registration number 26478D, dated 22nd April 2013 to maintain a good linkage between institute and alumni. The main objective is to enroll all alumni as members of the association and facilitating active participation of the alumnae in appropriate activities, events, and initiatives of the Institute. The alumni association helps in building a network of the alumni and helps in being in touch with the corporate world. Every year Alumni meet will be hosted by the Alumni association and supported by the Management where the alumni from different branches are invited to share their views and suggestions on the scope of their course and also to create awareness about the professional world. This paves an opportunity for the alumni to meet other alumni and cherish their past experiences and moments. The Alumni Association provides an avenue for sharing their intellectual, career and professional experience not only with the teachers but also with the present students.

**The Following are the activities carried out with the help of Alumni.**

**Curriculum Enrichment:** Alumni are involved for curricular gap identification and development of value added course module.

**Interactive Sessions:** The alumni association helps in holding interactive sessions to motivate current students about the employability and educational opportunities abroad. They share their opinions in social networks, blogs and forums.

**Industry connect:** Alumni helps in establishing MoUs with industries. The alumni those who are entrepreneurs arranges industrial visits to the students and provide inputs on how to start a new venture to turning them in to job providers. The Alumni extend their support for student internship.

**Research and consultancy:** To encourage the students of the college & members of the Association for research & consultancy works in various fields like Engineering, Computers, Industrialization, etc. Alumni helps the departments by directing the entrepreneurs to carry out consultancy works in various sectors of the engineering stream.

**Mentorship:** Alumni can play an active role in voluntary programs like mentoring students in their areas of expertise. To utilize the rich experiences of old students of the college for the benefit. To assist the

students in securing suitable jobs.

**Placements/ References:** The alumni network of a college is one of the biggest sources of placement opportunities to the students. Alumni can help students in referring to companies and get placed at their respective organizations. The Alumni conduct mock personal interviews and job oriented training.

**Administration:** Alumni are members in IQAC and provides inputs for imparting quality system adaptive to recent trends and requirements of industry.

## 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:

##### A. Vision and Mission Statement

**The Vision and Mission statements are stated in page no 1 and 2 of this SSR**

Guided by this vision and mission statement and the college work with the following objectives:

- To develop the intellectual capacity of students to search for truth and knowledge.
- To offer possibilities by which the students discern their purpose in life.
- To help them to achieve their goals by imparting education which is not only theoretical but also practically oriented, to help them to work efficiently outside the classrooms and the laboratories.
- To form social consciousness in them so that they may be capable of fostering good relationships with others, a sense of participation, and responsibility for the poor and weak.

##### B. Nature of Governance:

The objective of governance and leadership is implemented per the Mission, Vision, and Goals. The principle of decentralization and participative management is amply implemented in the college. The effective governance of the college involves Governing body, College Management Committee, Principal, Director, IQAC, Faculty, Admin staff, DSW Committee, Alumnus, Stakeholders, and employers.

The Governing Body delegates authority to CMC who, in turn, share it with the different levels of functionaries in the college by engaging itself with the day to day academic and administrative matters of the institute and meets periodically to plan policies relating to admissions, academic programs, recruitment of staff and infrastructure development. The Principal and the Director implement the decisions taken by CMC.

**C. Participation of Teachers in Decision-Making Bodies.** Teachers are the key players in implementing the vision and mission of the college and play a proactive part in the decision-making process. Heads of Departments enjoy considerable administrative and academic autonomy in executing the academics and extracurricular activities of their respective departments. They are Conveners of various committees and cells along with the staff representatives in higher decision-making bodies and play an important role in determining the institutional policies and implementing the same. The College has constituted various committees with faculty as members for the proper functioning of the library, research, academics, sports, cultural activities, etc both in the campus as well as hostels. Student Welfare

Council comprises faculty and students. It coordinates various Community Outreach Activities.

#### D. Perspective/Strategic Plan:

**Perspective Plans:** A 360 degree perspective plan is developed by a IQAC which considers important factors i.e. structure, mechanisms and stake holders within the system and their capacity to act, their creativity, the collaboration between them, their confidence, and the coherence of the action with other initiatives. The objective is to ensure the quality and imbibe the culture of excellence and focus on the time-bound goals set for academic, administrative, research and development activities. The entire process is based on participative approach wherein the faculty members, and other stakeholders are involved in the development of plans and its efficient execution.

The summary is as follows

Sr. No	Strategic Plan
1	Enhance engagement with Society
2	Diverse Student learning environment
3	Enhance engagement with Industry
4	Improve internal support systems
5	Enhance alumni engagement
6	Contribute to Sustainable Development Goal
7	Implementation of NEP
8	Academic Autonomy

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The institutional perspective and strategic plan was effectively deployed and the some of the following outcomes are as follows:

**Academic Development:** The quality of teaching and learning is in line with the Institute Vision and Mission of providing students with better theoretical and practical skills. The institute has deployed the OBE and CBCS systems as per the guideline of affiliating university Functioning of the institutional bodies The institution has an effective and efficient administrative setup. Well drafted hierarchical practices are followed and reporting systems work bottom up. The Board of Management administers the overall functioning of the institute. Scope of empowerment and defined regulatory norms bound the duties of different designated bodies. Periodical evaluation is done by debating and discussing on propagated administrative systems and necessary addition and correction are done.

**Enhance engagement with Society :** The institute is committed to uplift the socioeconomic conditions

of the nearby surrounding villages through various activities of clubs, NSS in education, social awareness, legal awareness, health, hygiene, sanitation, digital literacy and gender sensitization etc. The institute motivates faculties and students to participate in various activities that are beneficial for the upliftment of the society. Environment and Sustainability: To promote clean and green zone contributing to earth's sustainability, the institute done the Green, Energy and Environment audit.

**Enhance engagement with Industry:** The institute encourages collaborations that provide students and faculty exposure to academic opportunities like internships, training, and job placements, among others. Enhancing faculty members' prospects for research and development to seek funding and resource sharing with businesses and organizations is the other important part of collaboration.

**Governing Body:** The Governing Body is constituted with the guidelines of UGC. It is imperative to emphasize the functioning of the institution are well coordinated and supported by different committees and Cell like Internal Quality Assurance Cell, Discipline Committee, Academic Committee, Grievance Redressal Committee, Anti ragging Committee, Clubs etc.

**Appointment and Service Rules:** The Institute follows the rule and regulation of the AICTE, Affiliating University and the Governing Body of the Institution. All regular Institute appointments are based on the recommendations of a Selection Committee formed for the purpose. No appointments in the Institute shall be done without the recommendations of the Selection Committee and the approval of the Chairman.

**Classification of appointments:** The institute is appointing and classifying the various appointments done/to be done under the following categories:

**Appointment(s) on Probation against sanctioned Post(s):** All appointments in the cadres of the teaching and non-teaching staff against sanctioned Post(s) are initially done on a probation period of one year.

**Confirmation:** Employees of the Institute who are found to be fulfilling the assigned targets, work and conduct have been as per the expectations of the university parameters; are confirmed to the Post to which they have been appointed after completion/extended period of the probation.

## 6.2.2

*Institution implements e-governance in its operations*

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

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<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 recognizes the commitment and dedication of the teaching and non-teaching faculty. It always strives to satisfy the needs of the employees proactively. The College helps the faculty and staff with various monetary benefits and perks through different schemes.

Some of the important welfare measures for the employees of the institution are as below:

#### 1. Medical facility:

All regular employees of the College are provided free medical OPD consultation and medicines and Physiotherapy Center facility. Additionally, a 50% discount is provided to staff for all diagnostic tests undertaken in the college diagnostic lab.

#### 2. Maternity leave:

#### 3. Loans and Advances

#### 4. Educational Facilities

#### 5. Compensatory appointments

#### 6. Incentives to faculty towards research activities

**7. Miscellaneous facilities:** The College provides financial support for solemnizing the marriage of the girl child of its employees. Free transportation to all faculty and staff from home and back by College buses. A canteen and coffee shop is provided inside the campus with subsidized rates to provide refreshments to the staff. Free tea is served to all employees twice on all working days.

A good performance management system works towards the improvement of the overall organizational performance of teams and individuals for ensuring the achievement of the organizational mission and vision. It also plays an important role in efficiently managing the organization. In line with this, the College is following the appraisal scheme based on PBAS methodology by UGC. In this scheme, the performances are classified into the following categories:

(i) Teaching, Learning, and Evaluation related activities

(ii) Research Publications and Academic Contributions

(iii) Co-Curricular, Extension, and Professional Development related activities

The appraisal forms are assessed by the HODs, and the Principal of the college and positive and constructive feedback is shared with the faculty. The Principal counsels the faculty members to improve their performance, if necessary. Faculties are also asked to get involved in various committees, activities of the college which are evaluated by the IQAC. They are encouraged to attend/present papers in seminars and workshops. Faculty members are also motivated to upgrade their qualifications (Ph.D.) and encouraged to clear NET or SLET, wherever applicable. The teacher's diaries and lesson plans and other individual records of each staff member are checked every semester. These are cross-checked with ERP records made by individual faculty.

Nonteaching staff like the librarians, office staff, support staff, etc are also given any appraisal forms. Their performance appraisal is done by the Director in consultation with Additional Director and Senior Administrative Officer based on various parameters for staff members under different categories i.e., character and habits, departmental abilities, the capacity to do hard work, discipline, reliability, relations/co-operation with superiors, subordinates, colleagues, students, and the public. The capability of drafting (*where applicable*), an efficient organization of documents (*in case of ministerial staff*), and technical abilities (*in case of workshop staff*) are taken into account for appraisal. The increments and promotions of faculty and staff are based on their appraisals.

### 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:** 23.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	12	5	9	15

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**6.3.3**

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

**Response:** 48.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	33	22	39	40

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	19	10	27	10

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization****6.4.1**

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

**Response:**

The College is a self-financed institution and does not receive any grants or donations from external sources. It generates its financial resources. The major source of Institutional receipt is from the fee received from the students comprising Tuition fee, Admission fee, Examination fee, Transportation fee, Hostel, and Mess fee. The financial resources of the college are effectively managed under the guidance



of the College Management Committee who is ably assisted by Additional Director.

There is a full-fledged Accounts section manned by two full-time accountants who are supervised by Additional Director, who in turn are ably supported by a qualified external CA. Regular internal audit is being done by Additional Director. The statutory audit is being done by duly appointed Chartered Accountants, i.e., M/S Kailash Chandra & Co., New Delhi.

The majority of financial transactions both incoming and outgoing are done on-line through banking channels. However, occasionally odd collections are deposited the same day in the bank and all expenditure, recurring and non-recurring are incurred through cheques or NEFT. Chairman and Principal of the College are duly authorized persons to operate the bank accounts.

For an effective check on receipts and payments, the two-tier system is followed. Every transaction is supported by the vouchers. Separate accounts are maintained for all the grants received for projects, workshops, etc to use the financial resources efficiently and effectively. These are operated by individual PIs/ treasurer jointly with the Principal of the College. The UC of these is duly audited by a Chartered Accountant and submitted to the funding agency. Institutional Mechanism to monitor the financial resources of the Institute is done by adopting the following procedures. (a) Receipts and payment account.(b) Income and expenditure account.(c) Balance Sheet account. The external auditor's report is placed before the College Management Committee for acceptance. The reserve/ corpus fund available with the Institute is duly mentioned in the Annual Balance Sheet.The College has evolved a standard procedure for settling audit objections by maintaining a register which has a provision for recording the audit objections, action taken report for settling the said objections for approval by the next audit party and dropping the same thereafter. However, every audit objection till such time that it is settled by the audit party shall remain standing in the audit objection register. The last audit report of FY 2022-23 and the balance sheet along with the audit report have been received. There is NO ADVERSE feature noticed in the said audit report.

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### **Response:**

Institute has Internal Quality Assurance Cell (IQAC). It contributes institutionalizing quality assurance strategies and processes in the following ways.

- Development and application of quality benchmark/parameters for various academic and administrative activities of the Institution.

- Documentation of various programs/activities leading to quality.
- Acting as a nodal agency of the institution for quality activities.

Two examples of the best practices institutionalized as a result of IQAC initiatives are

- Green campus initiatives
- Implementation of Program Outcomes (POs) and Course Outcomes (COs)

Through the establishment of IQAC, institute organizes meetings of IQAC head and members with frequency of twice in a year, in these meetings, various committee has been formed for academic and administrative activities like teaching and learning methodologies under student grievance cell, guest lectures on content beyond syllabus by the expert academician/ industry person, signing number of MOUs with the industries and institutes, various seminars and workshops for women empowerment and harassment related issues, taking feedback from students regarding academic and administrative facilities, also institute concentrated about student's skills development in curricular as well as extracurricular activities by engaging the students in various paper presentations, conferences, seminars and mini project competitions and various activities and seminars, solving hostel issues for students etc.

To impart quality education to students and to maintain an effective teaching learning process, quality assurance cell has been formed.

### **Quality Assurance Processes –Practice 1: Establish systematic process in academics and administration**

- At the beginning of every year, an academic calendar has been prepared and circulated to all stake holders.
- Meeting with stake holders are mentioned and conducted as per the schedule.
- Department meetings have been scheduled and conducted. The grievances and the comments given in the meeting have been addressed by IQAC.
- Cultural and Sports activities are conducted as per the calendar plan.
- Holidays and special working days also mentioned.
- Counselling schedule have also been scheduled and the comments given in the reports also addressed by IQAC.
- Online/ offline feedback have also been scheduled periodically and collected in time.
- Based on the feedback from students, faculty members have beencounseled to overcome the issues.
- Periodic reviews and audits are conducted by the IQAC.
- Orientation programmes are organized every year for the young and newly joined faculty members to adapt themselves to the systematic process of the institution.
- Internal assessment tests are periodically conducted as specified in the academic calendar.
- Question paper and the answer scripts are audited periodically.
- Course end survey is conducted at the end of every course, to know about the satisfaction level of teaching learning process in each subject.
- By the end of every month, all faculty meeting is held by the Principal to ensure the smooth run of all activities in each department.

**6.5.2**

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

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

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

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>

## 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 per the recommendation of the UGC., the Internal Complaints Committee of DIBNS has been working. Several awareness programmes were conducted. The annual gender audit is conducted in 2022-23.

Several competitions were held during the awareness programmes and active students were awarded for motivation. Students were made aware of their legal rights by invited expert speakers and legal advisors who are expert on women issues.

DIBNS approximately has **60%** of female staff and **50%** female students. Women occupy a good number of top posts in the hierarchy in the institute and play an important role in policy making by being in the key positions.

The Institute celebrates "Women's" Day annually and motivates all the staff to organize discussions for understanding the role of women towards a progressive society. Female students are motivated and supported for various academic and non-academic activities.

#### **Safety and Security:**

1. The institute is secured by dedicated security guards on each floor, grounds, departments and every important location within the institute premises.
2. There is a security control room which manages the surveillance with the help of CCTV cameras, available at all the junction points and open areas without compromising the privacy of female staff and the students.
3. Various events are organized towards self-defence training programs for female students.
4. Reserved seats are provided to female and differently abled staff /students in all institute transport.
5. Feedback boxes are provided in hostels and common areas and important suggestions and urgent grievances are directly reported to the authority concerned.

The ICC Cell promotes gender amity, upholding the right to protect against Sexual harassment in the workplace. ICC Cell seeks help from the police department and local judiciary to create awareness about "She Laws" & law protection to women.

**Counselling:**

A professional Counsellor is extending counselling & Mental Wellness services to students. Psychological problems, family counselling, maladjustment, deviations, interpersonal relationship, stress-related problems are dealt with. How to promote mental health, the significance of yoga and meditation, effective ways to memorize, healthy habits and positive thinking and trends in the lifestyle etc. are addressed.

**Common Room:**

1. A visitors’ room is available at the reception of the institute. Any outsider who wants to meet any student/staff should meet in the visitors’ room by making a proper record entry.
2. A Dispensary with a part time doctor and certified nurse is available with first aid facility in case of any illness.
3. The Gym and Yoga room is available for female student/staff with separate timings.
4. Ladies common rooms are provided in every block and floor.

The institution ensures that several measures are taken to promote the gender equity by providing the following services and facilities on the campus apart from the audit courses introduced in the curriculum.

**Support for working women and empowerment:**

- Leadership capacity building programs are regularly conducted to norther the leadership qualities among the women

International Women’s Day celebrated on March 8th in every year

**7.1.2**

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>

**7.1.3**

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

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

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

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>

**7.1.4**

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

**Response:**

The institution being a private self-financing affiliated college has limited scope for having the students PAN India. However, to promote diversity among the students and faculty, the institution provides an eco-system and enabling environment for the co-existence of the people coming from different culture, region, linguistic and other socio economic diversities.

The institution has made efforts to provide an inclusive atmosphere that encourages peace, tolerance and harmony among students and faculty. By virtue of the admission process, students across the all districts of the state and cross sections take admissions based on the merit as per the state council guidelines apart from few from other states. Once a student gets admitted he/she will be provided equally with all the resources for bringing harmony and nurture for the holistic development. In order to ensure holistic development of students and staff, the institution encourages them to involve in community service to develop good citizenship.

**Tolerance and Harmony towards Cultural & Regional factors**

To promote cultural and regional heritage with diversity, different festivals and cultural events are organized on the campus to reflect the integrity and unity. To create awareness among the students about the various cultural and regional importance local tours are arranged giving cross culture interactions. Some of the popular regional festivals are celebrated which are identified based on the demographic distribution of the students and faculties. In the similar fashion, various competitions are also conducted on the campus enabling the students to understand the traditional cultural arts of the region. Organizing

youth day, republic day, womens day, science day, engineer's day, Independence Day, matra bhasha divas, state formation day etc. promotes nationalism and patriotism among the students and staff community.

**Linguistic factors:**

For linguistic tolerance and harmony once in a year we conduct essay competitions in their own languages in which they can write in their mother tongues also as directed by MHRD we started conducting Matra bhasha divas.

**Communal factors:**

Institute encourages the community outreach of the faculty and students by involving them in various community related activities carried out with financial support. The institute also conducts outbound get together programs giving opportunity for the faculty members promoting the cross cultural interactions.

**Socio-economic & other diversities**

So far students are graduated from the institute are from rural areas and belong to middle class. Nearly 80% of the students got employment and supporting their families. The institute strives for uplifting the students and their families socially and economically.

The institute celebrates Days of national/ international commemorative days by organizing various events:

- 24th Jan National Girl child day (India)
- 25th Jan Voter Day
- 26th Jan Republic Day (India)
- 3rd Feb World Cancer Awareness Day
- 4th Feb World Cancer Day
- 28th Feb National Science Day
- 8th March International Women's Day
- 7th April World Health Day
- 22nd April Earth Day
- 1st June Doctor's Day
- 5th June World Environment Day
- 14th June World Blood Donor Day
- 21st June International Yoga Day
- 15th Aug India's Independence Day
- 5th Sep Teachers Day

**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:**

1. Title of the Practice: Conducive environment for improving employability by Holistic Student Development Model.

2. Objectives of the Practice

The heart of holistic education should address the various dimensions of the personality of the whole person, i.e., physical, emotional, intellectual and spiritual personalities and in a nut shell KNOWLEDGE-SKILL- BEHAVIOR “The basic mantra of OBE”. Transformation is a movement that is primarily from being to becoming. Holistic education values and encourages learning both inside and outside the classroom, enables the development of confident, well-rounded graduates who are prepared to serve as the next generation of creative thinkers and leaders

One key aspect of a holistic approach is providing many opportunities for interaction of students with faculty, professional societies, Industries and field of work.

3. The Context

Education has to rethink and develop teaching systems in relation to for example, learning objectives, choice of teaching and learning methods, assessment and organizational culture. The students must have the 3Cs (Curiosity and Creativity, Collaboration and Compassion) for a prospective future to be built. We at DIBNS put efforts for holistic development of students from the pre graduation studies till graduation and post-graduation. The activities organized are categorized into

- Activity Based Learning
- Problem Solving Learning
- Project Based Learning and Program Specific Research

4. The Practice

a)ABL: The institute offers learning through various Activity Based Learning (ABL) activities such as to enhance research ability, team work, communication, leadership and time management, moral and ethical development, etc. Through ABL, we try to provide multiple platforms to students in form of Domain Activities, Quizzes, Debates, Hackathons, Seminars and Workshops related to building life skills etc. to make them industry ready.

b) Problem Solving Learning: To bridge the gap between curriculum and Industry expectation, we have introduced Problem Solving Learning (PSL) in form of Innovation Cell, Real life problems, Societal Problems. This provides a scope for self and lifelong learning.

c)PBL: Project Based Learning (PBL) integrates knowing and doing where in students not only learn



knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. Students are encouraged to undertake and complete projects which are helpful for society.

#### 5. Evidence of Success:

**Improved Academic Achievement:** Holistic education improved the academic achievements of all students, regardless of background and circumstances, by catering to individual learning styles and providing a supportive learning environment.

**Enhanced Mental and Emotional Well-Being:** In a supportive environment, where social and emotional learning is emphasized along with academics, students have a better chance of emerging with self-awareness, confidence, and a sense of social responsibility.

**Increased Problem-Solving Ability:** Students who are tasked with solving real-world problems that exist in their communities emerge with strong critical-thinking skills.

#### 6. Problems Encountered and Resources Required

The foremost challenge faced is time management by students and faculty at par. Further challenge lies in introspecting the ability of students. There was lack of motivation in students' due to no direct credit and stretching of college hours to accommodate the activities at initial phase of implementation but motivation enhanced considerably viewing the achievements of holistically developed students.

#### **Best Practice 2:**

1. Title of the Practice: Sensitization for Sustainable Development - SDG

2. Objectives of the Practice: Sustainability Development Goals provide a platform for the educational institutions to give back to the community by exhibiting their desire, their walking-the-talk tactics and meaningful opportunities to develop their own country and contributing to the United Nations Sustainability Mission. The role of HEIs is to lead the cross-sectoral implementation of SDGs and advance 2030 agenda.

DIBNS is truly committed to incorporate all aspects of Sustainable Development Goals in curricula, teaching – learning and research, imbuing in students the knowledge, skills necessary to address complex challenges of sustainable development throughout their careers. Our governance adopts policies and implement strategic actions to address the SDGs.

#### 3. Context

- To develop a mind-set of sensitivity towards a Sustainable future.
- To create awareness among students and staff about environmental safety, protection, and sustainable practices through education.
- To help individuals to acquire information on various hazardous and environmental degradation.

- To promote individuals with an opportunity to be actively involved at all levels in environmental decision making.
- Generating awareness through various workshops in association with autonomous bodies for description of Sustainable practices.

#### 4. Practice-

Our commitment to SDG goals:

- a. Curriculum Integration/ enrichment: Embedding SDGs into the curriculum across disciplines ensures that students are equipped with the knowledge and skills to address global challenges. This includes offering courses specifically focused on sustainable development.
- b. Community Engagement: Engaging with local communities to understand their needs and co-create solutions is essential. We organize outreach programs, volunteer opportunities, and service-learning projects focused on SDGs.
- c. Green Campus Initiatives: Implementing eco-friendly practices within the college campus, such as energy efficiency measures, waste management systems, and green infrastructure.
- d. Partnerships and Collaboration: Collaborating with government agencies, non-profit organizations, businesses, and other educational institutions can amplify the impact of efforts towards achieving SDGs. Joint projects and initiatives can leverage resources and expertise from multiple stakeholders.
- e. Monitoring and Evaluation: Establishing mechanisms to monitor progress towards SDGs within the college ensures accountability and facilitates continuous improvement. Regular assessment of initiatives helps identify areas for refinement and optimization.

#### 5. Evidence of Success-

- a. Awarded as **District Green Champion** by MGNCRE, MoE in 2021, 2022 for maintaining green campus, proactive involvement in eco friendly, energy conservation activities for sustainable development
- b. Community Impact: Tangible improvements in the surrounding community, such as increased access to education, improved healthcare services, enhanced environmental quality, demonstrate the positive impact of college initiatives aligned with SDGs.
- c. Green Campus Metrics: Reductions in energy consumption, waste generation, water usage, and greenhouse gas emissions on campus demonstrate progress towards SDGs related to environmental sustainability and climate action.

6. Problems Encountered and Resources Required: Managing time for these activities with the regular schedule of teaching-learning, is big challenge.

## 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:**

**Well-being of Humanity:**

“Well being of Humanity” is the motto with which Department of Physiotherapy provides free of cost physiotherapy services to the faculty, staff, students and people living in the rural areas close to the Institute.

**Objectives :**

- To promote the physical, psychological and social well-being in the society.
- To organize awareness programs like yoga and meditation to maintain good health in all walks of life
- To provide physiotherapy sessions for the local community through which the students get a range of valuable experiences and learning opportunities in different cases and explore ways for its approaches.
- To make free treatment available to the people of society.

**Practice :**

To improve the health status and level of fitness of the people in the neighborhood community regular health camps are being organized by doctors and students in the nearby localities. The students of Department of physiotherapy visit regularly the nearby villages and localities. The faculty members & students examine the patients and the counseling sessions, sessions of physiotherapy and Rehabilitation are conducted for the patients.

The Department is running a Physiotherapy OPD which is open from 9.30 am to 4.30 am on all working days. Patients with various musculoskeletal and orthopedic ailments visit the OPD for diagnosis and treatment. The patients are also given tips for maintaining a healthy life style and body weight. Faculty and MPT students remain present to attend the patients. On an average 25-30 patients visit daily. Besides this center, 4 Physiotherapy Centers are being run by the Institute in the city for providing physiotherapy services to the patients. The Department also joins hands with Professional Bodies to provide free physiotherapy services in the sports activities being organized by them. 24\*7 free ambulance services is provided for students, staff and all needy rural people of nearby villages.

Conducting Yoga classes is one of the significant activities to be highlighted which is held on regular basis. Yoga classes are conducted in the open air field in the main campus. Apart from the students,

faculty members, campus inmates also attend the yoga classes for a holistic experience.

Practicing care for humanity distinctiveness involves:

- **Empathy:** Understanding and sharing the feelings of others, recognizing their joys, struggles, and perspectives.
- **Respect:** Valuing the inherent worth and dignity of every person, regardless of their background, identity, or beliefs.
- **Compassion:** Showing kindness and concern for the suffering or hardships of others, and taking action to alleviate their pain or support their well-being.
- **Inclusivity:** Creating spaces and systems that welcome and embrace diversity, ensuring that everyone has equal opportunities and access to resources.

By embracing care for humanity distinctiveness, individuals and communities can foster a culture of empathy, compassion, and mutual respect, ultimately contributing to a more harmonious and compassionate society.

The patients speak high of the services being provided by the Department as they have benefited by them and are able to lead a happy and a healthy life.

## 5. CONCLUSION

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### **Additional Information :**

**We focus on “Building the Future” through quality education and promotes an environment**

- Where we believe that education should stimulate the minds of the young and inflame their intellect.
- Where global citizens of tomorrow are groomed by dedicated and trained faculty.
- Where the focus is on teaching not just to make a living but how to make a life.
- Where there is symbiosis of professional development and human values.
- Consistent institutional growth with respect to student intake, faculty, infrastructural, facilities, etc. Students performance at university examination.
- Campus placement for eligible students.
- Increase in number of students planning for higher studies.
- Organization of successful national and international level events.
- Conduct of university curriculum with full effectiveness and performance monitoring.
- Mock test to boost confidence and performance in campus placement.
- Emphasis on extra-curricular and co-curricular activities for overall growth of personality.
- Industry – Academia Linkage for Partial course delivery, Internship, field projects, Field visits, Certification courses.
- Where there is a platform to transform the innovative idea of students and faculties into reality and linkages to outside world through professional societies.

### **Concluding Remarks :**

The irreplaceable assets of our College are faculty, students, and staff and each of the group has its distinctive interests within the same organization. For example, College for a faculty is a place to teach and conduct research; students come to learn, live, and entertain; and the non-teaching staff takes care of the administrative work to free the teachers and students for academic activities.

Success has been achieved by the college for its students and faculty in terms of their academic knowledge, skill enhancement and awareness about crucial issues both academically, career wise and on social issues especially for women by undertaking the above activities.

The descriptive summaries and the accompanying data under each criterion are a proof of the sincere efforts of the Institution in this direction. It is a firm belief as well as the perception of the Management of this Institution that the growth in infrastructure, academics, research, co-curricular and extracurricular activities, activities on social and national issues for creating awareness as well as mitigating the problems, contributions in terms of activities of relevance to local community around the Institution - have all been in keeping with the expectations of NAAC - a wing of the UGC, highly relevant to the present-day educational scenario in the country.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p><b>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</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>297</td> <td>291</td> <td>348</td> <td>407</td> <td>429</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>218</td> <td>217</td> <td>230</td> <td>249</td> <td>253</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>609</td> <td>609</td> <td>609</td> <td>609</td> <td>609</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>609</td> <td>609</td> <td>609</td> <td>609</td> <td>609</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by the HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	297	291	348	407	429	2022-23	2021-22	2020-21	2019-20	2018-19	218	217	230	249	253	2022-23	2021-22	2020-21	2019-20	2018-19	609	609	609	609	609	2022-23	2021-22	2020-21	2019-20	2018-19	609	609	609	609	609
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609	609	609	609	609																																					
3.3.1	<p><b>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</b></p> <p><b>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>39</td> <td>48</td> <td>33</td> <td>32</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>15</td> <td>22</td> <td>17</td> <td>11</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	62	39	48	33	32	2022-23	2021-22	2020-21	2019-20	2018-19	16	15	22	17	11																				
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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16	15	22	17	11																																					

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	10	4	14

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification :

Answer After DVV Verification :31

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	0	11	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	9	13

Remark : DVV has made changes as per the report shared by HEI.

5.3.2	<p><b>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</b></p> <p><b>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>33</td> <td>9</td> <td>58</td> <td>71</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>25</td> <td>6</td> <td>44</td> <td>65</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	59	33	9	58	71	2022-23	2021-22	2020-21	2019-20	2018-19	45	25	6	44	65
2022-23	2021-22	2020-21	2019-20	2018-19																	
59	33	9	58	71																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
45	25	6	44	65																	

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 118</p> <p>Answer after DVV Verification : 111</p>