



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **SHREE L R TIWARI DEGREE COLLEGE OF ARTS COMMERCE AND SCIENCE**

**SHREE L. R. TIWARI EDUCATIONAL CAMPUS, MIRA ROAD - EAST, THANE -**

**401107**

**401107**

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

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Shree L. R. Tiwari Degree College of Arts, Commerce & Science (SLRTDC) in Mira Road was established in 2018. It got its permission from the Government of Maharashtra vide permission no – Shashan order No. – NGC 2018/100/18 Mashi-4 dated 15th June 2018. The College functions under the aegis of University of Mumbai with affiliation No. – Aff/ICD/2018-19/645, AISHE Code: C-60204 and the college code as 1064. The college is being recognized under section 2(f) of the UGC Act.1956 and ISO certified 9001:2015. The aim of the college is to develop a confident and educated youth of India and to create valuable human assets for the nation.

The College offers UG & PG traditional besides Professional courses namely, Bachelor of Commerce, Bachelor of Arts in Mass Media and Communication, Bachelor of Commerce in Accounting and Finance, Bachelor of Commerce in Banking and Insurance, Bachelor of Management Studies, and Bachelor of science in Information Technology, B.Sc. in Computer Science, B.Sc. in Hospitality study, B.Sc. in Data Science and B.Sc. in Aviation, Master of Commerce in Advance Accountancy, Master of Commerce in Business Management & Master of Arts in Education.

The college has a massive campus with a magnificent building and cutting-edge facilities.

### **Vision**

“To kindle the spirit of learning among the youth, irrespective of socio- economic differences, to consistently pursue excellence preserving the tradition of high reputation while meeting the challenges of the globalized world.”

### **Mission**

*"To Provide Equal Opportunities for Holistic Education and to ensure the all-round development of students. Create a human capital, which can be an asset to the nation."*

### **Goals of the Institution:**

1. To deliver excellent and affordable education, catering to all segments of society.
2. To promote holistic development of students by integrating academic pursuits with intellectual growth and practical experiences.
3. To nurture and refine students' skills to enhance their learning and equip them for prosperous career journeys.
4. To build state-of-the-art infrastructure to enhance the teaching-learning experience and cultivate an optimal educational setting.
5. To promote a culture of research and innovation, motivating students to explore and make meaningful contributions to society.
6. To cultivate an entrepreneurial mindset through collaborative ventures with fellow institutions and industry partners.

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

### Institutional Strength

1. **Integration of UN Sustainable Development Goals (SDGs):** The institution integrates its activities with the United Nations Sustainable Development Goals (SDGs), fostering a sense of social responsibility through the involvement of committees and departments such as NSS, DLLE, WDC, and others.
2. **The active involvement of the Internal Quality Assurance Cell (IQAC)** is integral to continuously monitoring, improving, and ensuring the sustainability of the institution's overall quality. Functioning systematically, the IQAC implements consistent and impactful measures to elevate both the academic and administrative performance of the institution. Additionally, every department conducts a variety of extra-curricular and co-curricular activities, contributing to the enrichment of the overall learning experience. Regularly organized seminars, conferences, and workshops further stimulate intellectual growth and facilitate the exchange of ideas.
3. **Holistic Development and Skill-Based Learning:** The institution creates an immersive atmosphere dedicated to comprehensive personality development, complemented by skill-based learning opportunities through certificate courses.
4. **Student-Focused Approach with Academic Support:** Prioritizing students, the institution provides mentorship, counseling, and efficient academic monitoring, ensuring their well-being and academic success.
5. **Continuous Assessment:** Learners undergo continuous assessment and evaluation to monitor their progress and tailor support accordingly.
6. **Highly Qualified and Dedicated Faculty:** The institution boasts a team of experienced, knowledgeable, and committed teaching professionals.
7. **Feedback Collection System:** The college maintains a strong feedback collection system involving students, teachers, alumni, parents and Employers. Suggestions provided by stakeholders undergo regular analysis, leading to the implementation of appropriate actions to incorporate their feedback into all aspects of the institution's functioning.
8. **Safe and Conducive Learning Environment:** The institution provides a secure and supportive atmosphere, promoting a positive learning environment. The college respects the dignity and value of every individual associated with the institution. It strictly enforces a "zero-tolerance policy" against sexual harassment, making it clear that any form of verbal or non-verbal physical misconduct of a sexual nature will not be tolerated.
9. **Effective Leadership:** The institution is led by effective leaders who coordinate seamlessly between learners and staff members

### Institutional Weakness

1. **Curricular Constraint due to University Affiliation:** As a constituent of the University of Mumbai, the

college adheres strictly to the prescribed curriculum, resulting in limited flexibility in the design and delivery of academic programs.

**2. Limited Digital Technology Resources for On-Campus Learning:** The institution faces challenges due to restricted resources for incorporating digital technology to enhance on-campus teaching and learning experiences.

**3. Challenging Faculty Research Engagement:** The institution is currently working to address a challenge in encouraging greater participation of faculty members in research activities, impeding the establishment of a robust culture of academic exploration and innovation.

**4. Untapped Alumni Potential for Institutional Growth:** The lower level of alumni engagement represents a missed opportunity to fully leverage their expertise and networks for the benefit of current students and the overall growth of the institution.

**5. Addressing Placement Opportunities for Career Growth:** The institution acknowledges the need to improve its placement ratio, recognizing the importance of providing more avenues for students to secure promising career opportunities.

### **Institutional Opportunity**

**1. Prime Location with Stakeholder Accessibility:** The institution's central location at the heart of the city provides convenient accessibility for stakeholders.

**2. Enhancing Professional Development and Research Opportunities:** The institution holds the potential to host a greater number of Faculty Development Programs (FDPs), Short Term Training Programs (STTPs), as well as National and International conferences. Additionally, it provides opportunities for collaborative research at both the national and international levels.

**3. Introduction of Skill and Need-Based Courses for Employability:** The College has ample opportunities to introduce courses aligned with skills and needs, enhancing employability in alignment with the objectives of the National Education Policy (NEP) 2020.

**4. Promotion of Teaching and Learning through Exchange Programs:** Opportunities exist to boost the teaching and learning capabilities of both students and faculty through effective exchange programs.

**5. Interdisciplinary Research and Incubation Projects:** There is significant potential for engaging in interdisciplinary research and fostering incubation projects with sponsorship.

**6. Enhancement of Digital Literacy Among Students:** Opportunities are present for improving digital literacy levels among students, aligning with the evolving needs of the educational landscape.

**7. Academic Flexibility and Multi-disciplinary Approach:** The institution can offer academic flexibility to learners by adopting a multi-disciplinary approach, allowing for a more comprehensive educational experience.

**8. Establishment of Research Centers:** There is potential to establish dedicated research centers within the institution, further contributing to the academic and research landscape.

**9. Sister Concern Approach:** The Sister Concern Approach employed by Rahul Education's higher educational institutes involves the reciprocal exchange of talents to enhance professional development in curricular, co-curricular and research activities. This collaborative effort entails the contribution of allied faculty members from various institutions within the Rahul Education network.

### **Institutional Challenge**

- 1. Adapting to Swift Changes in Higher Education under NEP-2020:** The challenge lies in keeping abreast of the dynamic transformations in higher education prompted by the implementation of the National Education Policy (NEP) 2020.
- 2. Enhancing International Industry-Academia Collaboration:** There is a challenge in fortifying interactions between international industries and academia to ensure a mutually beneficial exchange of knowledge and expertise.
- 3. Motivating Students for Competitive Examinations and Advanced Studies:** Encouraging students to actively participate in competitive examinations and pursue higher studies poses a challenge that requires focused efforts.
- 4. Building and Sustaining Strong Stakeholder Relationships:** Networking and fostering robust relationships with stakeholders present ongoing challenges that necessitate continuous attention and effort.
- 5. Low academic proficiency:** At the entry level, low academic proficiency is observed across various programs.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Affiliated with the University of Mumbai, the college diligently adheres to the university-mandated curriculum, delivering it meticulously with a well-planned academic calendar crafted by the Internal Quality Assurance Cell (IQAC). At the departmental level, a program-wise timetable is devised, and teachers prepare course-specific teaching plans to ensure prompt delivery of the curriculum.

Employing innovative practices, the college focuses on holistic student development and achieving curriculum outcomes. Leveraging a robust ICT infrastructure, Smart Boards facilitate blended learning, while Google Classroom, Google meet and Zoom application is utilized for online lectures, assignments, and internal examinations. The institution provides e-resources, a well-equipped library, studio, and IT laboratories to supplement the curriculum.

Emphasizing experiential learning, field visits, internships, and project work, the college bridges the gap between industry and academia through guest lectures, seminars, workshops, value-added courses, and certificate programs. Various internal evaluation tools, such as assignments, quizzes, tests, presentations, and practical assessments, foster higher-order learning. The student Portal like Academix and MCB facilitates the

upload of internal assessment grades and resource sharing.

Teachers actively contribute to University paper setting, assessment, and curriculum development. The college ensures academic flexibility by offering electives. Ethical values, gender sensitivity, human values, and environmental consciousness are integrated into the curriculum. Teachers mentor students, provide remedial lectures, and offer career guidance. Regular curriculum feedback from stakeholders is collected through questionnaires, and the college takes proactive steps to address any concerns raised, ensuring continuous improvement in the educational experience.

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

Prioritizing the holistic development of students, SLRTDC takes into account their intellectual, social, and emotional needs, recognizing the diversity in learning levels and requirements among students. Special programs are designed to address these varying needs. In the first semester, all first-year students undergo a course preparedness test, leading to the categorization of students based on their pace of learning and ability to memorize information.

For those preferring a slower pace, Bridge Course and remedial lectures are organized to provide additional coaching. These activities encompass techniques that help enhance attentional focus and facilitate the organized storage of information.

Internal assessments include tests, assignments, projects, class participation, and attendance. Different types of assignments and projects are tailored to meet program and course objectives. Barcoding is employed for external examinations, ensuring transparency and objectivity. Regular faculty feedback from students enables continuous improvement in teaching methodologies, fostering an adaptive and student-centric learning environment.

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

Shree L. R. Tiwari Degree college has made significant strides in Research, Innovation, and Extension. Over the past five years, the institution has successfully organized many seminars, workshops, and conferences. Faculty members have contributed to the academic landscape by publishing numerous books and chapters with esteemed international and national publishers, including Asian Journal of Organic & Medicinal Chemistry, International Journal of Advance And Innovative Research Dogo Rangsang Research Journal, INSC Publisher and others. Several of these publications have been adopted as textbooks and reference materials in various universities across India.

Moreover, faculty members have actively participated in conferences and journals of high repute and those listed in the UGC-CARE list. The college boasts a digitalized library equipped with e-resources, remote logins, access to research databases, journals, and periodicals, fostering an environment conducive to research. Faculty and students are trained in utilizing analytical software and plagiarism checking tools, enhancing the overall research standards.

To instill a research culture among students, the college consistently conducts research workshops and other training programs. Faculty members are deeply engaged in research conferences, paper presentations, and publications. The institution hosts annual Intellectual Property Rights seminars, featuring distinguished lawyers

and practitioners. Numerous Memorandums of Understanding (MOUs) have been established to bridge the gap between industry and academia, providing students with opportunities for internships, training programs, field trips, and industry mentoring. The college has also entered into international MOUs with universities such as State University of New York, Hult International, Skyline University College – Sharjah, Skyline University College - Nigeria. Notably, a faculty member has secured financial support for a minor research project from Mumbai University and A collective of students, accompanied by a faculty member, has garnered financial support from Techigent Technologies Pvt. Ltd.

In alignment with its visions and goals, the college actively upholds its social commitment through committees like NSS and DLLE. These committees engage in various programs related to social upliftment, healthcare, upskilling, and environmental care. Flagship events of the NSS unit, including blood donation drives, yoga workshops, Swach Bharat activities, and tree plantation, are conducted regularly throughout the academic term. Under the institution's green initiative, co-curricular activities such as awareness on plastic ban, Waste Management, Cloth Bag Collection Drive, and awareness campaigns for energy conservation are also organized.

### **Infrastructure and Learning Resources**

The institution is committed to delivering high-quality education while nurturing the holistic development of students, aspiring to mold them into responsible and empowered citizens. This dedication is evident in the well-maintained and user-friendly infrastructure that fosters an environment conducive to teaching, learning, and comprehensive student development.

Resource efficiency is a defining feature, with ICT enabled lecture halls, two computer labs. Thirteen lecture halls further feature smart boards and internet connectivity, providing a technologically enriched learning experience. The campus boasts a total of 160 interconnected computers, including laptops, supported by a robust 50 Mbps broadband Internet connection. Security is a priority, with CCTV surveillance covering the entire campus, including lecture halls.

For examination management and administrative purposes, the institute has an examination control room and an On-Screen Marking (OSM) facility integrated into computer systems. Essential facilities include computers with webcams, CCTV cameras, a photocopier machine, a paper shredder, and a printing room.

The institution's well-stocked college libraries are Wi-Fi enabled and offer ample seating capacity. The library includes circulation counters, an Online Public Access Catalog, a processing section, and book stacks. Reading facilities are available for both faculty and students. Equipped with LAN and Wi-Fi connections, the library has a 100 Mbps internet bandwidth, providing access to e-journals through N-LIST. As a member of the National Digital Library of India (NDLI), the college library offers free access to a variety of e-resources.

Officially registered with Swayam NPTEL, the institution offers a diverse range of online courses covering subjects such as Brand Management, Financial Accounting, Corporate Finance, Ethical Hacking, Marketing, Programming, and Cybersecurity.

To cater to co-curricular, recreational, and cultural activities, the institution offers a cultural room, and an air-conditioned auditorium cum seminar hall. The college provides outdoor sports areas, a newly constructed indoor arena, and actively promotes sports through various committees.

The library is a vital resource center within the campus, supporting academic needs with a collection of textbooks, reference materials, national journals, and digital resources. Automated using Soul Library Software, the library offers study areas, research support, and computer facilities. Additionally, the IT infrastructure is well-equipped with personal computers, an LCD projector, networking facilities, and a range of software tools to support modern educational and research needs.

Basket Ball Court of International standard, Foot ball turf play ground, Gymkhana for indoor games like chess, caroom, table tennis etc. facilities are provided. The open land scape if used for outdoor sports and other events.

In summary, the institution, through its comprehensive infrastructure and commitment to academic excellence, creates a conducive and technologically advanced environment for student development and learning.

### **Student Support and Progression**

Shree L. R. Tiwari Degree College of Arts, Commerce and Science, has consistently been a proponent of delivering an innovative and collaborative learning experience for its students through digital means. The institution is dedicated to empowering students with contemporary knowledge, offering institutional scholarships for academic excellence, in addition to government scholarships. Over the past five years, numerous students have benefitted from this financial support, facilitating easier access to higher education.

The college places a strong emphasis on enhancing students' capabilities in areas such as soft skills, life skills, language and communication, and information communication technology (ICT). A cohesive teaching-learning experience is a hallmark of the institution.

To guide students in their further education pursuits, the college conducts regular career counseling sessions. On-campus counselors and doctors are available during college working hours to cater to students' well-being. The institution also provides a platform for addressing student grievances promptly.

An active placement cell ensures that deserving students have access to training and employment opportunities. The students are provided with free regirous training for employability readiness through a program called campus to corporate and in the same line another program named as employability skill enhancement program by the corporate trainers viz TNS India Foundation and Global Talent Track Pvt. Ltd.

The college frequently hosts multinational companies like HDFC life, TCS, Sahara Star, First Source Solutions, Kotak Mahindra Bank, J. W. Marriot, BTW Visa Services India Pvt Ltd, Zodiac HR Consultants Pvt Ltd, Lifemart Brokers Pvt. Ltd, TalaKunchi Networks Pvt. Ltd. etc. have offered placement opportunities. The focus is on fostering overall professional growth for each student. In terms of student engagement, the college facilitates a formal student council elected annually through active student participation. Various co-curricular sports and cultural activities are organized on campus, with students participating in prestigious events such as IIT's Mood Indigo and the University's Youth Festival for their holistic development.

Students are encouraged to participate in extension activities through NSS, DLLE, and WDC, fostering their overall personality development and contributing to society. The Alumni association serves as a registered body, providing a platform for former students to contribute and maintain connections with the college, thereby enhancing industry-academia linkages.



## **Governance, Leadership and Management**

The college's vision and mission are forward-looking and inclusive, centered on meeting societal needs through the delivery of high-quality education via the optimal integration of information and communication technology (ICT). Effective governance, led by College Development Committee, IQAC plays a crucial role in positioning the college among the best. Administrative support is provided through strategic policies that delegate authority for efficient functioning.

The principal receives assistance from course coordinators, administrative heads, and faculty heads of various cells and committees, contributing to the decision-making process. The IQAC ensures quality benchmarks for both academic and administrative activities. The quality policy, aligning with industry, societal, and stakeholder needs, is regularly reviewed and refined through SOPs and policy-making initiatives.

A perspective plan, developed collaboratively by the principal, registrar, course coordinators, and guided by the CDC and college mentor, outlines the college's strategic direction. Deployment of the quality policy involves providing cutting-edge infrastructure, fostering an excellent learning environment, and nurturing a positive work culture. Feedback from student surveys and stakeholders is instrumental in shaping future policies.

The college values its dedicated faculty, implementing a rigorous recruitment policy aligned with university guidelines. Faculty are encouraged to pursue higher qualifications, engage in research, collaborative projects, and establish linkages. The institute's accounts section manages financial planning activities, preparing an annual budget approved by the Governing Body, and allocating resources to departments as per their needs. In cases of financial deficits, the SLRTDC parent trust supports academic and administrative requirements.

Established in 2018, the IQAC is integral to the institute, providing support across academic, research, and administrative dimensions for quality initiatives.

## **Institutional Values and Best Practices**

The college is dedicated to advancing gender equity, actively organizing events through DLLE and NSS, and Women's Development Cell. Recognized by the University of Mumbai and various bodies, the college's efforts in women empowerment and gender equality include training, special programs, and outreach, supported by gender audits.

Emphasizing innovation and collaborative learning as foundational, the college champions environmental sustainability. Initiatives such as LED lighting, and waste management systems (liquid, e-waste, and dry waste) showcase its commitment. Rainwater harvesting, groundwater facilities, and waste audits further highlight its environmental responsibility.

Since 2018, the Green Campus Committee ensures inclusivity with accessibility provisions and hosts educational events promoting environmental awareness. Through its strategic planning, the Green Campus Committee fosters a culture of sustainability, setting a benchmark for eco-friendly practices.

The college prioritizes accessibility, offering special provisions including disabled-friendly washrooms, ramps, and lifts for easy access. Tolerance and inclusiveness are fostered through national events celebrating diversity and education for life. Various events, focusing on national and constitutional importance, sensitize students to fundamental values, rights, and duties.

Maintaining a code of conduct that upholds professional standards, the college commemorates days honoring national heroes and freedom fighters. Its distinctive feature lies in comprehensive digitalization of academic and administrative processes, while providing vocation-specific career guidance for both national and international placements stand out as a best practice.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHREE L R TIWARI DEGREE COLLEGE OF ARTS COMMERCE AND SCIENCE
Address	Shree L. R. Tiwari Educational Campus, Mira Road - East, Thane - 401107
City	Mira Road
State	Maharashtra
Pin	401107
Website	<a href="http://www.slrtdc.in">www.slrtdc.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sanjay Mishra	022-28120147	9820149002	-	slrtdc@rahuleducation.com
IQAC / CIQA coordinator	Deepti Sadvelkar	022-28120146	9867304911	-	drdeepti.sadvelkar@slrtdc.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Society Minority Letter.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	University of Mumbai	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	09-10-2023	<a href="#">View Document</a>		
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Shree L. R. Tiwari Educational Campus, Mira Road - East, Thane - 401107	Urban	3.6	14660

## 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	BCom,Department Of Commerce,commerce	36	XII	English	240	123
UG	BCom,Department Of Commerce,Accounting and Finance	36	XII	English	120	45
UG	BCom,Department Of Commerce,Banking and Insurance	36	XII	English	60	19
UG	BSc,Department Of Science,Hospitality Studies	36	XII	English	60	42
UG	BSc,Department Of Science,Aviation	36	XII	English	60	35
UG	BSc,Department Of Science,Information Technology	36	XII	English	72	71
UG	BSc,Department Of Science	36	XII	English	60	0

	e,Actuarial Science					
UG	BSc,Departm ent Of Scienc e,Computer Science	36	XII	English	72	71
UG	BSc,Departm ent Of Science,Data Science	36	XII	English	72	64
UG	BA,Departm ent Of Arts, Multimedia and Mass Co mmunication	36	XII	English	60	42
UG	BA,Departm ent Of Arts,Arts	36	XII	English	120	0
UG	BMS,Depart ment Of Management Studies,Mana gement Studies	36	XII	English	180	172
PG	MCom,Depa rtment Of Co mmerce,Adv anced Accountancy	24	Graduation	English	60	12
PG	MCom,Depa rtment Of Co mmerce,Busi ness Management	24	Graduation	English	60	5
PG	MA,Departm ent Of Arts,E ducation	24	Graduation	English	60	7

**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				7			
Recruited	0	0	0	0	0	0	0	0	2	5	0	7
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				59			
Recruited	0	0	0	0	0	0	0	0	30	29	0	59
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						18
Recruited	10		8		0	18
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				2
Recruited	2	0	0	2
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	5	0	6
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	7	7	0	14
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	1	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	24	18	0	42
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>
	3		1		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	1114	32	0	0	1146
	Female	670	23	1	0	694
	Others	0	0	0	0	0
PG	Male	29	0	0	0	29
	Female	48	0	0	0	48
	Others	0	0	0	0	0
Certificate / Awareness	Male	467	0	0	0	467
	Female	289	0	0	0	289
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	134	310	501	597
	Female	65	177	279	321
	Others	0	0	0	0
Others	Male	100	213	327	343
	Female	54	107	183	191
	Others	0	0	0	0
<b>Total</b>		<b>353</b>	<b>807</b>	<b>1290</b>	<b>1452</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Shree L. R. Tiwari Degree College of Arts, Commerce & Science actively organizes webinars, seminars, and certification courses to encourage collaboration among students and faculty, fostering the integration of multidisciplinary and interdisciplinary learning. Our educational strategy includes expert lectures and training sessions to broaden learners' perspectives beyond their specific disciplines. Meticulously crafted project work promotes creativity, critical thinking, and adaptability, empowering students to explore the intersection of their chosen fields. This comprehensive, multidisciplinary approach aims to provide students with a holistic learning experience,
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	<p>transcending the limitations of a singular discipline. The prospective plan envisions a culture of multidisciplinary education, introducing integrated programs like BA - B. Ed, BCOM - B. Ed, BSc - B. Ed to offer learners a comprehensive understanding of both disciplines and opportunities in the teaching industry. The college also plans to establish a research center with a multidisciplinary focus, and well-planned certificate courses in collaboration with other educational institutions will further prepare learners for the future.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Following University guidelines, students are mandated to create ABC IDs at SLRTDC. Numerous awareness sessions have been conducted to inform students about this requirement, emphasizing its importance. Additionally, the college has promptly submitted the ABC IDs of students as per the University's request. This initiative ensures compliance with the University's standards and facilitates seamless integration of the Academic Bank of Credits (ABC) system, underscoring the institution's commitment to aligning with contemporary educational practices and providing students with valuable opportunities for personalized learning and academic recognition.</p>
<p>3. Skill development:</p>	<p>The institute employs various pedagogical approaches, such as SWAYAM-NPTEL courses, the National Service Scheme (NSS), internships, and the cultivation of entrepreneurial skills through seminars, lectures, webinars and Add on Courses. Mandatory participation in SWAYAM-NPTEL courses is designed to enhance students' proficiency in both soft and hard skills. The Placement Cell assumes the responsibility of providing students with essential internship experiences in relevant fields. The National Service Scheme (NSS) plays an important role in developing organizational abilities, including leadership, management, and social responsibility. The college has Excel R &amp; IMB - Edunet Foundation as training delivery partner, has signed MOUs with universities like Maharashtra State Skills University to develop technical skills of the students by providing different technical courses. This shall expose students to hands- on training in vocational skills like Apparel, Beauty and wellness, Electronics &amp; Hardware, Food Processing, Gems &amp; Jewellery etc. The college has established an Incubation Cell,</p>

	<p>aligning with the Government's Skill India campaign. This initiative emphasizes the need for cultivating a robust work culture that not only focuses on traditional skills but also incorporates essential life skills, problem-solving abilities, critical thinking, scientific acumen, and other competencies. The aim is to prepare students to effectively address the evolving challenges of the future.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>In the educational setting, a thoughtful integration of the Indian Knowledge System is evident through the incorporation of regional languages such as Hindi and Marathi to cater to learners with a bilingual background. To enhance linguistic and cultural appreciation, special occasions like Hindi Bhasha Divas and Marathi Bhasha Diwas are marked by engaging activities such as essay and poetry writing, elocution, storytelling, and debates. The college extends this integration beyond language to actively participate in various festivals such as Kite Flying, Holi, Diwali, and Christmas. This commitment contributes to the preservation of our country's rich traditions and culture, fostering a deeper connection with Indian heritage among students. To make the learners aware about social, economic and cultural rich heritage events such as Chanakya niti - kautilyas' earthsastra, Bhagwat Gita and Management, Zohar-e-Awadh, Sonar Bangla, Gokul Ashtami(Janmashtami), Christmas Celebration etc. are organised and celebrated. The BSc HS department promotes and celebrates Indianness through teaching and preparing Indian as well as International cuisines and celebrate festivals to promote Unity in Diversity with the mantra - Vasudev Kutumba Kum. Additionally, embracing modern tools, the institution utilizes online courses as a medium for imparting knowledge. This approach aligns with the contemporary landscape, ensuring that Indian languages and cultural elements are seamlessly integrated into the digital realm. The "Carpedium Fest," an annual interdepartmental event, further exemplifies this integration by allowing different departments to represent states of our country, highlighting diverse cultures, and celebrating unity in diversity through innovative online platforms.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Shree L. R. Tiwari Degree College of Arts, Commerce &amp; Science distinguishes itself from the traditional education system by embracing outcome-</p>

based education, prioritizing what students learn over what is taught. This student-centric model integrates real-world scenarios, valuing the knowledge, skills, and attributes acquired by students at the conclusion of a program. The college has implemented this philosophy across all courses, employing innovative teaching methods like case studies, experiential learning, and practical instruction by industry professionals. There are plans to introduce precise definitions through Course Outcome (CO) and Program Outcome (PO). Outcome-Based Education (OBE) is a student-centered pedagogical approach that revolves around achieving clearly defined objectives and outcomes. In OBE, every aspect of the educational journey, from course delivery to assessment and learning activities, is meticulously crafted to fulfill these prearranged goals. The fundamental focus lies in assessing student performance and outcomes across multiple levels to guarantee the effective attainment of learning objectives. This is done through assessment of students learning. Examination is a direct assessment tool for calculating the attainment and carries 80% weightage. Within the framework of OBE, the educational process is structured to ensure that students not only grasp content knowledge but also develop essential skills and competencies. Course delivery methods, assessment strategies, and learning experiences are all carefully aligned to support the achievement of desired outcomes. The cornerstone of OBE is the continuous measurement of student progress and achievement against established benchmarks. Through systematic assessment practices, educators can scale the extent to which students have mastered the intended learning outcomes. This ongoing assessment enables educators to tailor instruction and support to address individual student needs effectively. In essence, OBE embodies a holistic approach to education, wherein the entire learning ecosystem is designed to cultivate student success. By prioritizing the attainment of specific objectives and outcomes, OBE aims to empower students with the knowledge, skills, and competencies necessary for lifelong learning and success in various domains. Shree L. R. Tiwari Degree College recognizes the advantages of a better understanding of outcome-based education in navigating the global landscape. With the adoption of

	<p>NEP 2020 the college plans to introduce flexible degrees and equip teaching faculty to transition into facilitators of knowledge rather than mere disseminators.</p>
<p>6. Distance education/online education:</p>	<p>The National Education Policy (NEP) 2020 underscores the establishment of virtual labs for practical application of theoretical knowledge and the availability of course content in various languages. The Ministry of Education, now renamed, aims to create a dedicated unit to promote digital learning. Online learning, facilitated through Virtual Learning Environments (VLEs) like Moodle or Blackboard, involves multimedia lectures, discussions, resource sharing, and exams. SLRTDC, affiliated with the University of Mumbai, had to adopt distance education platforms during the 2020 pandemic, and while it cannot continue with this format, it plans to implement a blended teaching approach for postgraduate courses. Blending face-to-face classroom sessions with online learning experiences, the college recognizes the uniqueness of each program, requiring different attributes for an effective blend. As the world transitions towards virtual universities, online learning, including remote labs and haptic devices, emerges as the future norm. The incorporation of artificial intelligence (AI) personalizes education by catering to individual strengths, weaknesses, and interests, segregating learners accordingly. Emerging technologies such as hologram delivery of multilingual lectures and AI-driven learning management systems are becoming integral to instructional delivery, shaping the teaching-learning process at SLRTDC College in the upcoming academic year. Careful planning, time investment, and practice will enhance the effectiveness of these learning strategies.</p>

**Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The electoral Literacy Club (ELC) has been set up in the College and the same has effectively been functioning since its establishment in the academic year 2023-24. The prime function of the ELCs is to spread awareness about the ‘right to vote’ among the stakeholders of the college and local community. It</p>
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	<p>takes efforts for all eligible students of the college to get enrolled in the voter's list through organization of awareness programs and voters' enrollment drives. Further, the ELCs organized activities in terms of rallies, guidance lectures, and campaigns for the promotion of ethical voting. Prior to this the Electoral Literacy Activities are conducted through NSS.</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>Yes, The college has appointed students coordinator and co-ordinating faculty member for the effective functioning of the ELCs. Mr. Rambhavan Yadav the NSS Programme officer has been looking after the ELCs of the college in that capacity. The ELCs are functional and work in coordination of other support services and administrative committees of the college. It monitors the number of students enrolled in the voter's list at the time of admission and list out those students who have not enrolled on the same. The ELCs organize awareness sessions and enrollment drives for eligible and non-enrolled students periodically every year in collaboration with Mumbai Municipal Corporation, and Election Commission about electoral process.</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>We organize rallies for the voter awareness program. NSS volunteers are actively involved in the awareness program. The ELCs have undertaken following innovative programmes and initiatives for the promotion of electoral literacy: 1. Under the aegis of Mira Bhayander Municipal Corporation New Voters registration form filling drive was conducted by the college along with the offices from MBMC. 2. Oath/Pledge taking ceremony was organized for the voters on 26th Jan 2024 for casting their votes, registration as new voters etc. 3. The students above the age of 17 YEARS were given the orientation through seminars about election and importance of their votes in Democracy. 4. Poster were placed in the college to create awareness about the casting the vote and registration of new voters. 5. The college has filled the form in <a href="http://www.mybharat.gov.in">www.mybharat.gov.in</a> and the NSS Program office has registered as verifier in the portal.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in</p>	<p>The college organized awareness programs in nearby villages, featuring sessions by professionals on democratic processes and voting rights. Focusing on "adopted villages," the initiative includes tailored drives, utilizing pamphlets and door-to-door</p>



<p>electoral processes, etc.</p>	<p>campaigns. NSS volunteers engage through street plays, creatively conveying electoral messages. The long-term commitment and potential collaborations ensure sustained impact and resourceful support.</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>There is a marginal number of students above 18 years who are yet to get enrolled as voters in the electoral roll. Basically, first-year students of under graduation programme who have recently been eligible for enrolment have remained to be registered on the electoral roll. The ELCs of the College have institutionalized mechanisms to register eligible students as voters through awareness and enrolment drives. The college has developed a rapport with the Tehsil Office, Pali to facilitate the registration of students on the electoral roll. The following mechanism has been adopted by the college. 1. Voters awareness programme in Mira-Bhayandar region. 2. Street play presentation at various places. 3. To prepare the list of eligible students to be registered as voters. 4. To organize on-campus registration drives in collaboration with Municipal Corporation 5. To distribute registration forms to missed out students and collect the same with the required documents. 6. To submit the registration forms at Municipal Corporation.</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
1763	1452	1290	807	353
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: 99

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
59	30	23	21	11

### 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
285.70	192.66	103.07	72.42	19.18

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:**

Shree L. R. Tiwari Degree College of Arts, Commerce & Science (SLRTDC), affiliated with the University of Mumbai, demonstrates a commitment to academic excellence and professional competence through a systematic approach to curriculum delivery and quality assurance. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in meticulously planning and documenting various key steps and practices.

**Curriculum Alignment:** SLRTDC shapes a comprehensive curriculum by incorporating the University's syllabus, academic calendar, and an institutional academic quality policy. This tailored curriculum meets students' needs, aligns with university guidelines, and undergoes regular revisions based on stakeholder feedback.

**Academic Planning:** Guided by the College Development Committee (CDC) and Principal, the IQAC collaborates in crafting a comprehensive academic calendar. Through IQAC meetings, this calendar aligns seamlessly with the University's Term Plan. It strategically balances instructional and non-instructional days, effectively covering curriculum, examination periods, holidays, and administrative responsibilities. The outcome is a meticulously designed calendar that elevates the overall educational experience.

**Workload Distribution:** Teachers' workload is allocated based on expertise and compliance with University guidelines, ensuring equitable distribution of responsibilities.

**Timetable Management:** The Time-Table Committee develops and disseminates a schedule to departments, faculty members, and students, promoting effective time management and resource utilization.

**Teaching Plan:** Faculty members prepare teaching plans at the beginning of each semester, ensuring timely syllabus completion and adherence to IQAC guidelines.

**Progress Evaluation:** IQAC collaborates with Heads of Departments, the principal, and faculty members to assess previous outcomes and plan teaching and learning activities. Progress is regularly assessed through IQAC meetings, discussions, Parent-Teacher meetings, and Formative and Summative Assessments.

**Innovative Pedagogy:** The IQAC recommends various teaching methodologies, including blended lectures, participative learning, experiential learning, ICT, Computer-Based Learning, Self-Directed

Learning, and traditional lecture methods. These approaches have proven successful over the past five years.

**Induction Programme:** Each academic year begins with an Induction Programme, acquainting students with Course and Program Outcomes, examination procedures, the learning environment, support systems, and the institutional code of conduct.

**Academic Calendar:** The institution maintains a detailed academic calendar, accessible on the website, providing stakeholders with information on admission dates, class commencement, workshops, seminars, practical exams, Continuous Internal Evaluation (CIE), and University Exams.

**Co-curricular and Extra-curricular Activities:** IQAC, in collaboration with other committees, plans co-curricular, extra-curricular, DLLE, and NSS activities integrated into the academic calendar.

**Continuous Internal Assessment:** Continuous Internal Evaluation (CIE) is a fundamental component of curriculum delivery, including regular evaluations such as assignments, quizzes, projects, presentations, and periodic examinations/tests. CIE fosters a holistic approach to learning, encourages active participation, provides timely feedback, and contributes to students' final grades, ultimately enhancing the overall learning experience.

In conclusion, SLRTDC's commitment to academic excellence is evident through its systematic approach, alignment with university guidelines, innovative pedagogy, and emphasis on continuous internal assessment. The institution's academic calendar serves as a roadmap for planning academic activities, ensuring a well-organized and enriching educational experience for students at both undergraduate and postgraduate levels.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 52

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

### 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:** 57.49

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
677	955	733	609	283

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:**

SLRTDC is deeply committed to aligning its mission and vision with the core values outlined by the UN Sustainable Development Goals, the 21st Century skills and drive an ecosystem as envisioned by the Ministry of Education, India - **Focus on UN SDGs, MOE India Initiatives, 21st Century Skills.** The

institution places significant emphasis on fostering a strong value system within its students, integrating cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values, and Professional Ethics through the curriculum and the overall environment and culture of the institution.

The college follows the curriculum prescribed by the affiliating university, which incorporates majority of courses focusing on Gender, Human Values, Professional Ethics, and Environmental issues.

In addition to delivering theoretical knowledge through standard curriculum delivery, the college actively strives to raise awareness and cultivate a sense of responsibility among students concerning these critical topics. This is achieved through a diverse range of events and programs organized by the college.

- **Restricting Plastic Use:** Aligning with the United Nations Sustainable Development Goal 12 (Responsible Consumption and Production), the college actively engages in initiatives to curtail plastic consumption. This fosters a culture of sustainability in line with the 21st-century skill of environmental consciousness. This effort also resonates with the Ministry of Education, India's emphasis on eco-conscious education.
- **Gender Equity:** The college is dedicated to cultivating an environment that champions gender equality, in line with UN SDG 5 (Gender Equality). Through awareness campaigns and inclusive practices, the institution equips students with vital 21st-century skills such as empathy, collaboration, and inclusivity. These efforts align with the Ministry of Education, India's commitment to fostering gender-sensitive education.
- **Health & Hygiene:** The college actively advocates for health and hygiene practices, contributing to UN SDG 3 (Good Health and Well-being). By imparting knowledge and skills related to well-being, students are equipped with essential 21st-century skills like self-awareness and personal responsibility.
- **E-Waste Management:** Upholding UN SDG 12 (Responsible Consumption and Production), the college places a strong emphasis on the proper handling and disposal of electronic waste. This instills in students a sense of responsibility towards sustainable practices, which is a crucial 21st-century skill.

Through these multifaceted approaches, SLRTDC ensures that these cross-cutting issues are not just theoretical concepts but practical principles actively embraced by students and the wider college community. By integrating these values and addressing crucial societal concerns, the institution equips its students with a well-rounded education that extends beyond the classroom, preparing them to be responsible global citizens and agents of positive change.

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

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)****Response:** 71.3**1.3.2.1 Number of students undertaking project work/field work / internships**

Response: 1257

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

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

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

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

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



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 68.04

##### 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
817	521	507	476	353

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

2022-23	2021-22	2020-21	2019-20	2018-19
1170	840	756	744	420

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 61.15

##### 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
318	194	177	169	154

### 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
497	359	309	309	181

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 29.88

## 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:**

At our institute, student-centric teaching-learning methods, particularly the Constructivist Learning approach, have been embraced to foster metacognitive and critical thinking among students. This shift from traditional teacher-centric approaches to active learning environments is centered around experiential learning, participative learning, and problem-solving methodologies.

### **Experiential Learning:**

1. **Field Visits:** Students are taken to various places like the Bombay Stock Exchange, RBI office, Sula Wines, Kamath Hotel, Film Museum, etc., providing real-time exposure and learning.
2. **Internships and Field Work:** Domain-specific internships and field projects are undertaken under NSS, DLLE & Reserch, enhancing practical knowledge.
3. **Case Studies:** Teachers integrate case studies into classrooms, offering practical insights and problem-solving opportunities.
4. **Community Service:** Cleaning drives related to Environmental Science are undertaken, connecting classroom learning with real-world applications.
5. **Lab Work and Simulation:** Labs, especially for B.Sc. IT/CS/HS/DS, offer hands-on experiences, and simulation and role-play methods engage students and promote communication skills.

### **Constructivist Approach:**

1. **Collaborative Learning:** Encourages teamwork, critical thinking, and effective problem-solving through shared knowledge.
2. **Inquiry-Based Learning:** Encourages students to ask questions, investigate, and discover information independently, often through real-life problem statements.
3. **Innovation & Research-Based Learning:** Emphasizes active engagement, collaborative inquiry, and knowledge co-construction, fostering creativity and critical thinking.
4. **Concept Mapping:** Students create visual representations of understanding using mind maps and organizers.
5. **Scaffolding:** Mentoring concept provides support and guidance as students work towards understanding and applying concepts.

### **Active Learning:**

1. **Group Discussions:** Foster active participation, knowledge exchange, and communication skills.
2. **Assignments:** Promote independent thinking, research skills, and practical application.
3. **Brainstorming:** Nurtures creativity and collaboration, encouraging students to generate ideas collectively.
4. **Structured Debates:** Engage students for in-depth analysis and respectful discourse.
5. **Peer Learning:** Facilitates cross-departmental sessions, fostering diverse perspectives and collaboration.
6. **Teamwork:** Activities like NSS, blood donation drives, and sanitary pad distribution instill values and practical life skills.

### **Use of ICT in Pedagogy:**

1. **Classroom Technology:** Projectors in classrooms facilitate dynamic and engaging presentations.
2. **Computer Labs:** Accessible computer labs provide hands-on experience with the latest technologies.
3. **Online Platforms:** Adoption of platforms like Zoom, Google Meet, Microsoft Teams, and Google Classroom transcends geographical boundaries, offering online classes.
4. **Digital Library Resources:** Extensive digital resources like NDLI, E-Books, and E-Resources are made accessible to students.

**Faculty Integration of ICT:**

1. **Classroom Technology:** LCD projectors and PowerPoint presentations enhance teaching effectiveness.
2. **Industry-Related Events:** Digitally-equipped seminar rooms host events, fostering valuable industry interactions.
3. **Online Tools:** Quizzes, video conferencing, and video lectures aid student understanding and retention.

In alignment with the evolving educational landscape, our institution seamlessly integrates Information and Communication Technology (ICT) into the pedagogical framework, ensuring students are equipped with the latest skills essential for corporate and entrepreneurial readiness. Through a combination of modern tools and traditional teaching methodologies, our approach aims to facilitate enduring learning experiences that prepare students for success in a dynamic and competitive world.

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

**2.4 Teacher Profile and Quality**

**2.4.1**

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

**Response:** 86.75

**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
53	41	40	21	11

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

**2.4.2**

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

**Response:** 30.56

**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
13	14	7	6	4

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

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

The Examination Committee at SLRTDC has established a robust and transparent mechanism for handling examination-related procedures, strictly adhering to the guidelines set by the University of

Mumbai. To ensure that all stakeholders are well-informed about the examination process, a separate orientation program is conducted at the beginning of the academic year for faculties, students, and parents.

The management of semester-end and internal examinations for all programs falls under the purview of the Examination Committee. Comprising a Convener, Co-Convener, and members from all undergraduate departments, the committee also includes non-teaching staff members who play a crucial role in providing administrative support. A dedicated secure room equipped with essential tools is exclusively designated for examination-related activities. This room is accessible to authorized personnel only and is continuously monitored by CCTV cameras to maintain the integrity and security of examination materials.

Key functions performed by the Examination Committee include:

1. Displaying the timetable and seating arrangement well in advance on the notice board.
2. Declaration of syllabi for internal examinations by subject teachers, with semester-end examinations covering the entire syllabus.
3. Application of stringent quality control measures to question papers, securely stored in sealed envelopes.
4. Meticulous assignment and communication of supervision duties to teachers.
5. Provision of special seating arrangements for students with learning disabilities, including writers, readers, and extra time as per university guidelines.
6. Printing of question paper copies just two hours before the actual examination to prevent potential leaks.
7. Maintenance of meticulous records of student attendance during examinations.
8. Prompt reporting of suspected unfair activities by students to the Unfair Means Committee for thorough investigation and appropriate action.
9. Setting deadlines for the assessment of answer books, with teachers inputting marks into the "Graded" result processing software.

Additional responsibilities for semester-end examinations include:

1. Preparation of the examination timetable one month in advance and submission to the lead college designated by the university.
2. Generation of three sets of encrypted question papers by subject teachers, submitted to the designated email address.
3. Random selection of the examination question paper by the appropriate authority to ensure fairness.
4. Conducting answer book moderation in strict accordance with university guidelines.
5. Engagement of external moderators from a list provided by the lead college to ensure impartiality and accuracy.
6. Thorough verification of final results by members of the Examination Committee, followed by printing and distribution of grade cards.

In dealing with examination grievances, the institution follows a proactive approach, offering support for rechecking and re-evaluation. Departmental Heads of Departments (HoDs) and faculty members guide students through the process, providing schedules and outlining procedures. Students have the opportunity to obtain photocopies of their answer papers, and faculty members assist in evaluating

whether answers merit re-evaluation, rechecking, or redressal.

The institution proactively addresses common grievances related to university exams, including difficulties in locating backlogged subjects, elective subject choices, and issues arising from overlapping exam dates or technical malfunctions. Following the dissemination of examination results, the IQAC receives comprehensive result analyses, and an action taken report is compiled to highlight strategies for enhancing results, fostering continuous improvements in academic outcomes.

The institution's commitment to transparency and efficiency in the examination process ensures that students' academic endeavors are facilitated seamlessly while upholding the highest standards of fairness and integrity.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

The SLRTDC offers a diverse range of Undergraduate and Postgraduate courses, adheres to the prescribed Programme Outcomes (POs) and Course Outcomes (COs) set by the affiliated University of Mumbai. The institution places a strong emphasis on informing students about these outcomes, ensuring their understanding and evaluation.

#### Communication of POs and COs:

- **Website Display:** The college displays POs and COs on its website, providing easy access to this essential information.
- **Classroom Communication:** Teachers take an active role in informing students about Programme Outcomes and Course Outcomes during the orientation and their classes. The principal, in coordination with the Internal Quality Assurance Cell (IQAC) Coordinator, ensures timely communication of these outcomes to students.
- **Departmental Notice Boards:** Additionally, these outcomes are prominently displayed on the notice boards of respective departments, enhancing visibility and accessibility for students.
- **Lesson Plans:** Alignment of lesson plans with Program Outcomes (POs) and Course Outcomes (COs) to communicate educational objectives clearly.
- **Computer Laboratories:** In computer laboratories, practical skill development is emphasized through the display of Programme Outcomes (POs) and Course Outcomes (COs).

**Evaluation of POs and COs:** The college follows the curriculum guidelines set by University of

Mumbai for the evaluation of Programme Outcomes and Course Outcomes. The evaluation process is comprehensive and involves multiple approaches.

**Formative and Summative Approaches:**

*Formative Assessment:* This approach involves continuous evaluation throughout the academic session.

- **Class Tests:** Regular class tests are conducted by teachers to assess Course Outcomes and Programme Outcomes after the completion of specific topics.
- **Assignments and Discussions:** Departments assign relevant assignments, fostering discussions in class to evaluate students' knowledge and understanding of subjects.
- **Mid Semester Tests:** The institution conducts Mid Semester Tests to assess students' achievement and performance, aiding preparation for terminal examinations.
- **Presentations and Project Work:** To achieve Course Outcomes, teachers assign projects to assess the application of theoretical knowledge. Presentations are also assigned to evaluate communication and presentation skills.

*Summative Assessment:* Semester End examinations conducted by the college following a prescribed schedule of university, ascertain the extent of accomplishment of pre-determined Programme Outcomes and Course Outcomes.

**Continuous Improvement:** At the end of each session, the College Principal conducts a meeting to discuss any challenges regarding the attainment of POs and COs. This reflective process allows for necessary changes and improvements to enhance the educational experience.

In conclusion, the institution's commitment to clear communication, robust evaluation processes, and student engagement activities reflects a comprehensive approach to achieving Programme Outcomes and Course Outcomes, ensuring students' holistic development and success in their academic pursuits.

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

**2.6.2**

*Attainment of POs and COs are evaluated.*

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

**Response:**

The institution conducts a comprehensive assessment process to evaluate the attainment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). The assessment methods are categorized into two main approaches:

Direct Method (80%):



1. Definition of POs, PSOs, and COs: The institution clearly defines the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) at the institutional level. These outcomes serve as the guiding principles for the assessment process.
2. Setting Target Attainment Levels: An articulation matrix is established, categorizing the correlation levels of COs with POs/PSOs into 3 (high), 2 (medium), 1 (low), and '-' (no correlation). Target attainment levels are then set for each PO/PSO based on this matrix.
3. Assessment of COs: CO assessment is carried out through both internal assessment (25%) and external assessment (75%). This assessment includes continuous internal assessment tests, semester examinations, and various supporting activities such as seminars, assignments, case studies, group discussions, online quizzes, mini-projects, etc. These methods provide a comprehensive view of students' knowledge and skills, offering strong evidence of their learning.
4. Procedure for Attainment: The institution calculates the attainment levels of COs, classifying them into levels 3 (high), 2 (medium), and 1 (low) based on the number of students who achieve scores greater than or equal to 50% in both internal and semester-end examinations.
5. Attainment of POs/PSOs: The attainment of POs/PSOs is determined by considering the assessment results from both internal and semester-end examinations. Internal assessment is given a weightage of 25%, while semester-end examinations carry a weightage of 75%.

Indirect Method (20%):

1. Program Exit Survey: The indirect assessment method is conducted through a program exit survey. This survey is administered to students who have graduated from the institution in the respective year. The survey includes relevant questionnaires designed to evaluate the attainment of POs and PSOs.

Summary of the Assessment Process:

The institution employs a multi-faceted approach to assess the attainment of POs, PSOs, and COs. The direct method, which carries the majority weightage of 80%, involves setting clear outcomes, establishing target levels of attainment, and assessing COs through internal and external evaluations. This method offers strong evidence of student learning.

In addition to the direct method, the institution utilizes an indirect method, accounting for 20% of the assessment process, through a program exit survey. This survey gathers feedback from graduating students, providing valuable insights into the attainment of POs and PSOs.

By combining these assessment approaches, the institution ensures a thorough evaluation of the effectiveness of its educational programs in achieving the desired outcomes, ultimately contributing to continuous improvement and quality enhancement.

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

2.6.3

**Pass percentage of Students during last five years (excluding backlog students)****Response:** 74.35**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
197	415	304	00	00

**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
460	448	324	00	00

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

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.81

<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:** 2.56

**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
2.5	0.06	00	00	00

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:**

The institution has successfully cultivated an ecosystem for fostering innovation and transfer of knowledge. This holistic approach includes various initiatives aimed at creating, sharing, and transferring knowledge and technology. The outcomes of these endeavors are readily apparent through the following key initiatives:

- **Indian Knowledge System:** In an educational setting, the thoughtful integration of the Indian Knowledge System is evident through bilingual education in Hindi and Marathi. Special occasions like Hindi and Marathi Bhasha Divas celebrate linguistic diversity with engaging activities. The college extends this integration to cultural festivals, fostering a deep connection with Indian heritage. Rich cultural events, including Chanakya Niti, Bhagwat Gita, and diverse celebrations, enrich students' understanding of India's social, economic, and cultural heritage.
- **Research and Development:** The institution places a strong emphasis on research and

development activities. Faculty members and students engage in research projects that contribute to the creation of new knowledge, technology, and solutions. These efforts span various disciplines, including science, technology, social sciences, and the humanities.

- **Innovation & Incubation Cell:** The Innovation & Incubation Cell at the institution plays a pivotal role in fostering a culture of creativity and entrepreneurship among students. By setting up an incubation center, the institution aims to provide a conducive environment for budding entrepreneurs and innovators to thrive. One key aspect of this initiative is the active encouragement and support for student-led innovations. The institution recognizes the potential within its student body and actively promotes a range of activities such as competitions, hackathons, and innovation challenges. These events serve as platforms to inspire creativity and enhance problem-solving skills among students.
- **Establishment and Awareness About IPR (Intellectual Property Rights):** The institution places a strong emphasis on Intellectual Property Rights (IPR) awareness, educating its academic community on the significance of safeguarding intellectual property, including patents, copyrights, and trademarks. Complementing this initiative, an IPR cell has been established, serving as a dedicated hub for managing and protecting intellectual assets. This specialized unit guides patent filings, aids in copyright protection, and facilitates trademark registrations. The IPR cell has played a crucial role in successfully guiding two patent applications, ensuring the institution's commitment to innovation protection.
- **Collaborative Partnerships:** The institution fosters collaborations with industry partners, research institutions, and government bodies to enhance the innovation ecosystem. The college has also entered into National and international MOUs with Institutes and universities such as State University of New York, Hult International, Skyline University College – Sharjah, Skyline University College - Nigeria.
- **Innovation in Teaching and Learning:** The institution promotes creative teaching and learning approaches that blend traditional wisdom with contemporary pedagogical methods, delivering a comprehensive and culturally appropriate education. The institution actively fosters and celebrates this unique approach through a range of events and activities.

The institution's commitment to fostering innovation, promoting IKS, and facilitating the creation and transfer of knowledge and technology is evident through these initiatives. This ecosystem not only benefits the academic community but also contributes to societal development and economic growth by harnessing the power of innovation and indigenous knowledge.

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

**3.2.2**

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

**Response:** 53

**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
13	14	11	6	9

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:** 0.27

**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
11	11	2	2	1

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>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 0.71**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
03	34	26	07	00

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>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

**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:**

In five years, SLRTDC committed to impactful community extension, fostering student awareness and holistic development, positively influencing both students and the community.

**1. Patrolling during Ganpati Immersion:** Ganesh Chaturthi, a cultural and religious extravaganza in Maharashtra, witnessed SLRTDC's pivotal role in ensuring the seamless and secure conduct of Ganpati Immersion. Collaborating with local authorities, our dedicated volunteers monitored immersion sites, regulated traffic, and ensured participant well-being and security. This initiative maintained a peaceful and organized atmosphere, respecting the festival's religious sentiments.

**2. Deepotsav 2k22 Project LOG - Light of Goodness:** Deepotsav, a culturally significant event at SLRTDC, saw the initiation of the Deepotsav 2k22 Project LOG (Light of Goodness). This project celebrated the traditional and artistic facets of Diwali, involving the creation and decoration of earthen lamps, rangoli designs, and cultural performances. An exhibition showcased students' cultural heritage, fostering unity, creativity, and joy within the college community.

**3. Orphanage Donation Drive, Amcha Ghar:** As part of social responsibility, SLRTDC organized a donation drive for Amcha Ghar, an orphanage supporting underprivileged children. Encouraging contributions of essential items, volunteers actively engaged with children through interactive sessions, games, and storytelling. This initiative aimed to bring happiness and support to deserving children while instilling empathy and compassion among the college community.

**4. Social Outreach Program:** Acknowledging the importance of community engagement, SLRTDC conducted a social outreach program in collaboration with local NGOs. Students and staff actively participated in activities like community clean-ups, health and hygiene campaigns, educational initiatives for underprivileged children, and skills development programs. These efforts aimed to create a positive impact and instill a sense of social responsibility among students.

**5. Tree Plantation Drives:** SLRTDC consistently organized tree plantation drives in the neighboring community. Through collaborative efforts with local environmental organizations and forestry departments, participants planted saplings of indigenous tree species, well-suited to the local ecosystem, promoting environmental sustainability.

**6. Swachhata Campaign:** The Directorate of Lifelong Learning and Extension (DLLE) at SLRTDC executed a comprehensive Swachhata campaign at Mira Road, Bhayander, and Dahisar railway stations. This initiative focused on ensuring impeccable cleanliness and hygiene standards, contributing to the overall well-being of the community and enhancing public spaces.

**7. Beach Cleanup Drives:** DLLE organized multiple Beach Cleanup Drives, actively involving the community in proactive efforts to preserve coastal environments. These initiatives showcased SLRTDC's commitment to both urban and natural cleanliness, demonstrating a dedication to the well-being of the region.

**8. Electoral Literacy Clubs (ELCs):** SLRTDC's Electoral Literacy Clubs (ELCs) collaborated with the Mira Bhayander Municipal Corporation for a New Voters registration drive. An Oath/Pledge ceremony on January 26, 2024, encouraged voter participation. Seminars educated students aged 17 and above on democratic processes. Strategic posters raised awareness, and active participation included filling forms on [www.mybharat.gov.in](http://www.mybharat.gov.in). These initiatives reflect SLRTDC's commitment to fostering electoral literacy and civic engagement.

**9. Extension Activities in neighboring village & Fight against Garbage Maha Rally:** The NSS of SLRTDC actively participated in extension activities within the village, making a meaningful impact on community development and well-being, fostering a strong sense of social responsibility and community engagement. Additionally, the "Fight against Garbage Maha Rally" exemplified SLRTDC NSS's commitment to environmental awareness, emphasizing sustainable practices and community cleanliness.

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

### 3.4.2



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

### **Response:**

The numerous awards and recognitions bestowed upon our college stand as a powerful testament to the unwavering dedication, relentless hard work, and collective efforts of our academic community. These accolades not only acknowledge our commitment to excellence but also inspire us to continually push boundaries and strive for a lasting impact on society through our extension activities. We extend our heartfelt gratitude to the esteemed government-recognized bodies for recognizing and supporting our endeavors.

The following is a compilation of the appreciation letters and certificates we have received from government and non-government bodies, which further validate our dedication to social responsibility and community service:

**Ganesh Utsav Festival (September 25, 2020):** We were honored to receive an appreciation and gratitude letter from the Mira Road Police Station for our invaluable assistance during the Ganesh Utsav festival. Our active involvement in ensuring the smooth conduct of this significant cultural event demonstrated our commitment to community well-being and safety.

**Blood Donation Camp (April 7, 2021):** Our commitment to saving lives was recognized when we received an appreciation certificate from Seth G.S. Medical College & KEM Hospital for organizing a successful blood donation camp. This initiative showcased our students' and staff's dedication to humanitarian causes.

**Beach Clean-up Drive (October 20, 2021):** Our efforts to protect the environment were acknowledged with an appreciation letter from the Mira Bhayendar Municipal Corporation. Our students' active participation in a beach clean-up drive exemplified our commitment to ecological conservation and cleanliness.

**Community Hall Blood Donation (July 29, 2022):** We received another appreciation letter, this time from the Navghar Police Station, for organizing a blood donation camp in the community hall at Naya Nagar. This initiative underscored our commitment to healthcare and community well-being.

**PLOGRUN 2023 (Year 2023):** In recognition of our active participation in PLOGRUN 2023, a cleanliness drive, we were awarded a certificate. This event demonstrated our dedication to creating a cleaner and healthier environment for all.

**University of Mumbai Youth Festival Workshop (July 11, 2022):** The University of Mumbai honored us with a Certificate of Appreciation for successfully conducting a workshop on the Youth Festival for Mumbai III and Thane Western and Palghar zones. This recognition highlighted our commitment to fostering cultural and artistic talents among students.

**Rotaract Certificate (December 02, 2019):** We received a Certificate of Organization from Rotaract, emphasizing our dedication to community service and youth development.

**Indian Development Foundation Award (February 17, 2023):** In acknowledgment of our active

participation in resource mobilization for humanitarian causes, we were honored with an Award of Excellence from the Indian Development Foundation. This award reflects our commitment to making a positive impact on society's most pressing issues.

**Mira Bhaindar Municipal Corporation Certificate (February 17, 2023):** We received a Certificate of Appreciation from the Mira Bhaindar Municipal Corporation Bharat Ratna Rajiv Gandhi Blood Centre for our consistent efforts in organizing successful blood donation camps. This recognition underscores our commitment to healthcare and community well-being.

In summary, these awards and certificates are a reflection of our college's unwavering commitment to social responsibility, community service, and excellence in education. They serve as a constant reminder of the impact we can create when we come together with a shared vision of making a positive difference in society. We are proud of our achievements and look forward to continuing our journey of service and excellence.

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

### 3.4.3

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

**Response:** 56

**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
22	19	7	5	3

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

### 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:** 24

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<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 institution is dedicated to providing high-quality education and fostering the holistic development of students, aiming to shape them into responsible and empowered citizens. This commitment is reflected in the well-maintained, user-friendly infrastructure that creates an environment conducive to teaching, learning, and comprehensive student development.

Efficient use of resources is a hallmark of the institute, boasting 28 lecture halls, two computer labs, and all lecture halls are ICT enabled. Moreover, both the comput labs feature smart television and internet connectivity, ensuring a technologically enriched learning experience. The campus is well-connected with a total of 160 computers, including laptops, interconnected via LAN connections and supported by a robust 50 Mbps broadband Internet connection. Security is prioritized, with CCTV surveillance covering the entire campus, including lecture halls.

For examination management and administrative purposes, the institute has an examination control room and an On-Screen Marking (OSM) facility integrated into computer systems. Essential facilities include computers with webcams for downloading university question papers, CCTV cameras, a photocopier machine, a paper shredder, and a printing room.

The institution takes pride in its well-stocked college libraries, which are Wi-Fi enabled and offer ample seating capacity. The library includes circulation counters, an Online Public Access Catalog, a processing section, and book stacks. It features a dedicated textbook section, a Periodical Section, and computer access. Reading facilities are available for both faculty and students. The library is equipped with LAN and Wi-Fi connections, boasting a 100 Mbps internet bandwidth that facilitates access to e-journals through N-LIST and British council in addition to the Reference Section. As a member of the National Digital Library of India (NDLI), the college library provides free access to a variety of e-resources, including journals, rare books, and audio-video lectures.

The institute employs a suite of applications for streamlined operations, including Aadmin & MCB as the Learning Management System (LMS), a Notice Manager for effective communication, Employment software for HR functions, Timetable software for class scheduling, and Attendance tracking for compliance. Announcement tools disseminate important information, and Inventory software manages stock details. The Student Information System handles tasks related to Admission, Fees, Student Information, Library, and Content Management, enhancing administrative efficiency and maintaining

organized records.

Officially registered with Swayam NPTEL, the institution offers a diverse range of online courses covering subjects such as Brand Management, Financial Accounting, Corporate Finance, Ethical Hacking, Marketing, Research & Analysis, Programming, Data Structures, Algorithm using Python, Introduction to Internet of Things, Artificial Intelligence - Search Methods for Problem Solving, and Cybersecurity & Privacy.

To cater to co-curricular, recreational, and cultural activities, the institution offers a cultural room and an air-conditioned auditorium cum seminar hall with state-of-the-art infrastructure and equipment. The auditorium accommodates up to 300 individuals and features a screen and projector for multimedia presentations.

The college provides two outdoor sports areas, a newly constructed indoor arena with state-of-the-art facilities, and equipment for various sports activities. The institution actively promotes sports through various committees, fostering student performance in different disciplines.

An open auditorium designed for co-curricular and cultural activities provides plug-and-play facilities with seating capacity for 200 attendees. The college also has a common room for female faculty and students. A well-maintained and hygienic canteen caters to the needs of both students and staff.

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

#### 4.1.2

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

**Response:** 25.19

**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
106.16	33.96	5.70	19.87	3.87

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

The college library is a vital resource centre within the campus, designed to support the academic needs of students and faculty. It is a hub of knowledge and resources, supporting the academic pursuits of students and fostering a conducive learning environment within the campus. Every day, 20 teachers and 50 students visit the library to use its contents. They study, check out and return books, and read about syllabus-related study subjects while seated in the library.

Library is automated using Integrated Library Management System (ILMS)

Name of the ILMS software- Soul Library Software

- Version-3
- Year of Automation -2023

#### Facilities-

**1. Size and Layout:** The library is spacious, spanning across multiple sections. It has designated areas for quiet study, group collaboration, computer workstations and reference materials. The layout is organized for easy navigation with labelled sections.

**2. Collection:** The library boasts an extensive collection of resources specifically tailored to disciplines. This includes textbooks, reference books, national journals, research papers, and periodicals covering various fields like business management, general knowledge, information technology, economics, marketing, finance, education, and more. The collection is regularly updated to keep up with the latest advancements in the field.

**3. Digital Resources:** In addition to physical materials, the library provides access to a wide range of digital resources. This includes e-books(Cambridge books, Oxford, Springer, Sage, South Asia publishing), e-journals(JSTOR, Cambridge University Press, American Institute of Physics, Institute of Physics and Oxford University Press), Rare book Collection(The Yoga System of Patanjali, 1914, The Law Relating to Minors in the Presidency of Bengal, 1878, Charakasanhita (Hindi), Bal Gangadhar Tilak by Ghose, Babu Aurobindo, 1918, Hand-spinning-And-Hand-weaving, Puntambekar S.V., 1926), inspirational movies collection(“Everest” year 2015 based on the real events of the 1996 Mount Everest disaster, “Queen of Katwe” 2016 inspiring true story of a girl from the slums of Uganda who becomes a chess champion. etc.) online databases, and digital archives. Students access these resources through library computers or personal devices, enabling them to conduct research and access information remotely.

**4. Study Areas:** The library offers different types of study areas to accommodate various learning preferences. Reading area provides a calm and focused environment for individual study and group collaborations to encourage teamwork and project discussions.

**5. Reference and Research Support:** Librarians with expertise in subjects are available to assist students and faculty with their research needs. They can provide guidance in finding relevant resources, online resources, navigating databases, and citing academic sources correctly.

We have Turnitin Software which is used for plagiarism checks.

**6. Computer Facilities:** The library provides computer workstations with internet access, equipped with online database like N-list, NDLI, British Council required for academic projects and research. Library Software- Soul version 3 is a digital agenda for library automation & networking. Soul is library automation software from INFLIBNET Government of India. The software has been designed by a team of experts from software as well as Library and Information Science discipline.

Summary:

- ILMS software - Soul (Version 3)
- Books: 5542
- Journals: 16
- Digital Resources: N-List E-resource and other 376 + e books & 77 Rare Books in PDF Format
- Study Area - 140 Sq. Mtr.
- Reference & Research Support: (Turnitin for plagiarism checker)
- Computer Facilities:15 Computers
- National Digital Library of India Club (NDLI Club) (IIT Kharagpur)
- British Council – Digital Library Membership

Refer the following link for more details about library-

<https://slrtdc.in/lifeslrtdc/library/>

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The IT infrastructure at SLRTDC is well-equipped to support modern educational needs and research endeavors.

In the IT department, we have personal computers, featuring robust specifications. For multimedia presentations and interactive learning, the college utilizes an LCD projector, delivering vibrant and clear visuals for a dynamic teaching and learning environment. For networking infrastructure, we ensure efficient data transfer and network connectivity.

To facilitate wireless connectivity and internet access, a TP-Link Router is deployed in the lab premises. For document printing needs, an all-in-One printer is readily available. Additionally, the lab is equipped with 25 web cameras, 15 headphones for online communication and multimedia learning, and speakers to enhance audio output quality. The IT Lab also features a Dell Latitude laptop and Raspberry Pi devices to cater to various technical and educational requirements.

The lab and the premises are equipped with 24/7 surveillance cameras to enhance security.

With this comprehensive set of computer equipment and technology tools, Shree L.R. Tiwari Degree College provides students and faculty with a conducive environment for a wide range of educational and research activities, both traditional and technology-driven.

For graphic design and multimedia projects, students have access to creative tools. Compression and archiving needs are met with Winzip and Winrar. Unity Software is available for game development enthusiasts.

For accounting and financial tasks, Tally ERP 9 is readily accessible. Virtualization and network simulation are facilitated through VMware Player and Cisco Packet Tracer, respectively. NetBeans is available as an integrated development environment for various programming languages.

The institution prioritizes effective education by offering Raspberry Pi kits to BSc IT, BSC CS students, fostering hands-on learning experiences. These kits serve as valuable tools for practical application,



enhancing the overall teaching and learning process.

To ensure data security, the institution employs robust data protection software, safeguarding sensitive information and promoting a secure learning environment. Additionally, the commitment to inclusivity is evident as all computers are equipped with accessibility features. This thoughtful integration enables a diverse student body, including those with specific needs, to fully engage in the educational experience, promoting an inclusive and supportive learning environment.

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

#### 4.3.2

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

**Response:** 11.02

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

**Response:** 160

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 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:** 28.43

##### 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
64.96	70.27	22.95	27.74	5.39

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 maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 6.53

**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
147	106	83	31	3

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 55.57

**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
769	758	879	673	69

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

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 62.88

**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
197	216	163	00	00

**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
197	415	304	00	00

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

### 5.2.2

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

**Response:** 5.29

**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
5	10	00	3	00

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: 15**

**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
3	9	0	1	2

**File Description****Document**

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

**Response: 31.6**

**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
51	37	17	27	26

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.4 Alumni Engagement****5.4.1**

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

**Response:**

**The Alumni Association is registered under The Societies Registration Act 1860. The Registration Number is: Thane/0000836/2023**

The Alumni Association convenes an annual meeting to deliberate on ways to enhance their cooperation and contributions toward the advancement and success of the current student community. They also strategize on how to effectively navigate the present challenging job market scenario, ensuring that students are well-prepared for their future careers.

**Alumni Inspire and Empower at our Institution:**

- **Anubhav - The Best Guru: Sanchit Verma**

Mr. Sanchit Verma (Founder and CEO of Team Ranveer), an esteemed alumnus of our college, shared his remarkable entrepreneurial journey. His success story serves as both an inspiration and a testament to the quality education our university provides. During a recent conversation, he expressed his desire to give back to the institution that played a pivotal role in shaping his career.

- **Empowering through Karate: Jyoti Singh**

Miss Jyoti Singh, a former student and proud alumna, conducted an exclusive karate session for female students. This session aimed to empower our young women by imparting self-defense skills, boosting confidence, and enhancing physical well-being. Jyoti Singh, a national award winner in Shotokan karate, shared her expertise to benefit the next generation.

- **Special Alumni Lecture: Abhinav Singh**

Mr. Abhinav Singh delivered a captivating lecture that left a lasting impact on our FY.B.SC.HS students. His presentation not only offered valuable insights into the art of interviewing but also provided a deeper understanding of the hospitality sector. This informative session showcased our commitment to equipping students with practical knowledge and real-world perspectives to prepare them for future employment opportunities.

**Other Contributions:**

- The college hosted an Annual Alumni meeting and the objective of this gathering was to create a platform for current students to engage with accomplished alumni who have made significant strides in their respective fields. The invited alumni generously shared their experiences and offered valuable industry insights, enriching the student's understanding of their potential career paths.
- SLRTDC organized the "Carpe Diem" an annual college fest that served as a dynamic platform for students to exhibit their talents and skills across various domains, including music, dance, drama, and academics. The event also extended an invitation to alumni, encouraging them to participate, motivate the contestants, and showcase their own remarkable talents, fostering a sense of community and camaraderie. Senior alumni engage with students, offering valuable guidance and insights into various activities.
- Our alumni actively engage in mentoring sessions, sharing their entrepreneurship skills and providing valuable guidance to students, setting them on the path to a successful future. Some of our alumni are accomplished industrialists, generously imparting their knowledge and expertise to



benefit students.

- Former students actively contribute to various committees and associations within the institution, showcasing their commitment to its ongoing success. Alumni play pivotal roles in the CDC Committee, IQAC Committee, Placement Committee, and Alumni Association, lending their expertise and experiences. Additionally, they provide valuable support and motivation to the Student Council and Cultural Committee, particularly in organizing cultural festivals such as UTSAV, Carpedium, and Spotlight. This collaborative engagement not only strengthens the sense of community but also enriches the overall educational experience by fostering mentorship, networking, and a vibrant cultural environment for current students.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

Shree L R Tiwari Degree College of Arts, Commerce, and Science (SLRTDC) stands as a beacon of visionary leadership under the guidance of its Governing Body (GB) and CDC, exemplifying excellence through a robust quality framework and strategic planning. The institution's commitment to quality education is evident in its decentralized structures overseen by committees, fostering a culture of ownership and dedication among faculty and students.

SLRTDC takes a pragmatic approach to address global challenges and specific concerns, developing comprehensive long and short-term plans. The Management demonstrates an unwavering commitment to enhancing the quality of education through regular quality audits. These audits serve as meticulous reviews, evaluating various aspects of academic and administrative processes to identify areas for improvement and excellence.

CDC meetings deliberate the purpose of the vision and mission, formulating strategies for their attainment and crafting a roadmap for implementation. The College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC) work collaboratively to approve practices necessary for deploying this roadmap.

In response to the evolving educational landscape, SLRTDC established the National Education Policy (NEP) Cell, showcasing its proactive approach to align with contemporary educational reforms. The institution upholds a streamlined administrative structure featuring multiple committees, embracing decentralization for efficient governance. In pursuit of sustained growth, SLRTDC strategically expands its academic footprint by increasing the number of departments and postgraduate programs, aiming to offer diverse educational opportunities.

Simultaneously, the institution has embraced the ethos of Sustainable Development Goals (SDGs) in its daily practices, reflecting a commitment to social responsibility and environmental sustainability. The recent attainment of UGC 2F status signifies a significant milestone, highlighting the institution's dedication to achieving academic excellence.

SLRTDC has implemented strategic initiatives to uphold the highest standards in academic and administrative practices, conducting AAA audits for a thorough examination of its operations. This commitment to self-assessment underscores the institution's dedication to continuous improvement and adherence to best practices.

To ensure transparency and efficiency, SLRTDC has established a robust mechanism system

that streamlines processes and procedures, enhancing accountability and creating an environment conducive to innovation and adaptability. Financial autonomy granted to the Principal empowers agile decisionmaking, judicious resource allocation, and prompt implementation of strategic initiatives, ensuring a nimble response to evolving educational needs.

In line with its commitment to academic expansion and diversity, SLRTDC has increased both the number of undergraduate and postgraduate courses. The institution has digitized its library facility, offering an online portal for convenient fee payment. Additionally, SLRTDC has expanded its educational portfolio by introducing various certificate courses, providing students with specialized skills and knowledge.

Recognizing the importance of advanced research, SLRTDC plans to introduce PhD courses, further solidifying its commitment to academic excellence. The institution's dedication to fostering a dynamic and comprehensive educational environment is evident in its focus on extracurricular and co-curricular activities, exam reforms, and career development through a Training and Placement Officer.

The Internal Quality Assurance Cell ensures quality standards, while the Dean of Research and Development oversees research initiatives. Adhering to transparent practices aligned with UGC Guidelines for academic leadership, SLRTDC ensures compliance across both statutory and nonstatutory committees. This comprehensive approach underscores SLRTDC's commitment to excellence and continual enhancement in its academic endeavors.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

The effectiveness and efficiency of an educational institution are crucial indicators of its commitment to delivering quality education and achieving its goals. In this context, it is essential to examine the functioning of institutional bodies, including policies, administrative structures, appointment and service rules, procedures, and the deployment of strategic, perspective, and development plans. These elements collectively contribute to an institution's success in fulfilling its mission and vision.

**1. Policies and Governance:** SLRTDC has a robust policy framework that promotes academic freedom, inclusivity, and ethical conduct. Policies are regularly reviewed and updated through input from faculty, staff, and students. This participatory approach ensures that policies remain relevant and supportive of the institution's mission.

**2. Administrative Setup:** The institutes' administrative structure is streamlined, with well-defined roles and responsibilities. Each department has a designated head responsible for academic and administrative matters. Communication channels are open and efficient, allowing for quick decision-making and problem-solving. Administrative staff play a pivotal role in managing day-to-day operations, ensuring compliance with policies, and facilitating coordination among different departments and units.

**3. Appointment and Service Rules:** The institution adheres to strict merit-based appointment and service rules. Faculty and staff are recruited through transparent processes, and performance evaluations are conducted regularly. This commitment to fairness and professionalism has resulted in a motivated and dedicated workforce.

**4. Procedures and Protocols:** The institution has documented SOPs for admissions, Research & Development, Training & Placement, Examination, Academic Process, Purchase & Inventory, etc. These procedures ensure consistency and minimize errors in critical processes, enhancing overall operational efficiency.

**5. Strategic, Perspective, and Development Plans:** The institutional perspective plan aligns with the institution's unwavering vision and mission, focusing primarily on students. A student-centric approach is adopted, emphasizing continuous improvement in academic quality through various initiatives:

- Curricular planning and implementation.
- Enhanced teaching-learning processes.
- Infrastructure improvement, including classrooms.
- Computer laboratory and software upgrades.
- ERP-based administration.
- Library resource enhancements.
- Promoting research, collaboration, and extension activities.
- Implementing a transparent examination system.
- Continuous internal assessment.
- Skill enhancement and career guidance activities.

In the domain of Teaching, Learning, and Research, the Institutional Perspective and Strategic Plan include:

- Faculty and Student Development Programs.
- Introduction of innovative Add-on/Certificate Courses.
- Collaboration through MoUs with industrial sectors for training, development, and placements.
- Effective use of ICT tools for teaching and learning.
- Organizing conferences and seminars across departments to expose faculty and students to the latest global trends in academics, industry, sciences, and the environment.

The above indicators serve as a compass, guiding the institution towards continuous improvement. Progress towards these goals is monitored at regular intervals, and adjustments are made as necessary.

File Description	Document
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

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

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

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

**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:**

SLRTDC is firmly committed to enhancing the well-being and professional growth of its teaching and non-teaching staff. The institution recognizes the paramount importance of cultivating a positive work environment and valuing the contributions of its employees. Here are some of the ways in which the college demonstrates this commitment:

Competitive Salaries and Benefits:

- The college ensures that its staff receives competitive salaries that are in line with industry standards.
- To underscore its dedication to recognizing and rewarding staff contributions, the institution

offers attractive compensation packages.

- Regular revisions of basic pay, coupled with incremental increases based on comprehensive 360-degree assessments, demonstrate the college's commitment to fair and equitable compensation.
- Additional remuneration is provided for roles such as supervisor duty, practical examination, paper setting, and assessment work.
- Class IV employees are provided with uniforms at no cost.
- The college extends fee concessions to the children of both non-teaching and teaching staff who are enrolled as students at the institution.
- Founder's Day is a special occasion celebrated with all faculty members, where gifts are offered to both teaching and non-teaching staff as tokens of appreciation.
- Occasions like Diwali and Sankranti are marked by thoughtful gifts from the management.
- A reprographic facility is available for the convenience of staff.
- PF & gratuity to permanent staff.

#### Professional Development Opportunities:

- The institution encourages faculty members by providing incentives for book/research paper publication, Patent registration, etc.
- Various professional development opportunities, including workshops, seminars, conferences, and training programs, are made accessible to staff members.
- The teaching staff is granted leave to participate in and present papers at conferences and seminars, while non-teaching staff is supported in attending conferences, seminars, workshops, Faculty Development Programs (FDPs), and more.
- The college offers a range of ICT facilities, such as full Wi-Fi coverage, well-equipped computer labs, and laptops/desktops in the library and staff room.
- Employee Assistance Programs:
  - The institution recognizes the importance of employee well-being and offers assistance programs that provide counseling, guidance, and support.
  - These programs assist staff members in managing stress, achieving work-life balance, and navigating personal challenges effectively.
  - Effective grievance redressal mechanisms are in place to address staff concerns promptly.

#### Recognition of Efforts:

- The college fosters a culture of excellence and continually motivates its staff to strive for improvement.
- Faculty achievements are recognized through felicitation and appreciation by the college management.
- Faculty members should indeed be considered in succession planning, taking into account their efforts, outcomes, and potential for future leadership roles.

#### Various Support Facilities:

- The institution offers amenities such as a cafeteria, grievance redressal cell, Women Development cell, Internal Complaints Committee, and Accommodation & parking facilities.

#### Health and Wellness Initiatives:

- The college prioritizes employee well-being with health awareness programs, regular medical check-ups, and on-call doctor services, including ambulance support and sanitary pad vending machine.
- Additionally, comprehensive insurance benefits are provided, ensuring a holistic approach to health and safety, fostering a supportive and secure environment for all staff members.

Leaves:

- Staff members benefit from various types of leave, including casual leave, duty leave, and more.
- Duty leave is granted for responsibilities such as serving as a Practical Examiner or Moderator, attending FDPs, Conferences etc.

These initiatives collectively contribute to a positive and productive work environment, benefiting both the institution and its valued employees.

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

### 6.3.2

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

**Response:** 6.25

**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
04	04	01	00	00

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<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:** 69.59

**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
60	40	24	6	5

**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
22	11	7	5	5



<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 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 Institute has established a comprehensive process for the mobilization and utilization of funds, involving various committees, course coordinators, and the Accounts office. The primary source of income is student tuition fees, complemented by sponsorships from non-government agencies, individuals, and private limited companies for academic events and fests.

The educational institution serves as the centre for number of examinations, including the State Eligibility Test (SET) that helps in mobilization of funds. Additionally, financial support and sponsorships derived from diverse events play a pivotal role in augmenting the institution's revenue streams.

In terms of fund mobilization, the Principal and course coordinators prepare the college budget before the financial year starts. This budget covers recurring and planned expenses, with scrutiny and approval from the CDC. The Accounts and purchase departments ensure adherence to the budget, and statutory auditors certify the financial statements annually.

The utilization of funds involves careful monitoring by the Accounts office, with the purchase committee evaluating quotations for equipment and other purchases. The Principal, Accounts department, and purchase committees work to keep expenditures within the allocated budget, seeking intervention in case of budget overruns.

The college encourages research, development, and collaborations, providing travel grants for faculty presentations at conferences. Infrastructure is optimally utilized for remedial classes and extracurricular activities. External audits are conducted annually to ensure statutory compliance, involving verification of income and expenditure details.

The budget submission process involves detailed discussions with the finance manager, and approval is obtained from the management. The Accounts department monitors expenses according to the allocated budget, with any exceeding expenses considered for sanctions. The audited statement is signed by the

appointed external chartered accountant.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The Internal Quality Assurance Cell (IQAC) at the institution is dedicated to advancing the overall quality of the college, focusing on continuous improvement right from 1st Cycle of accreditation. The IQAC has been instrumental in various aspects, notably curriculum enhancement, teaching-learning practices, research promotion, capacity building, evaluation systems, and overall structural and operational improvements.

The Internal Quality Assurance Cell (IQAC) was instituted to enhance academic and administrative quality at the institution. It ensures robust support structures and services, developing SOPs for processes like admissions, procurement, and grievance handling. IQAC fosters faculty development through orientation, professional programs, and online platforms. Training programs for ICT tools and soft skills are conducted, encouraging digital adaptation during lockdown. Regular library and intellectual resource audits ensure adequacy. The IQAC monitors teaching, conducts feedback analysis, and promotes industry-ready skills. It fosters research through workshops and collaborations, emphasizing environmental consciousness and eco-friendly practices. The IQAC's initiatives contribute to a dynamic and responsible campus environment.

Curriculum enhancement is a key focus, with IQAC implementing a robust feedback process from stakeholders. Initiatives include advocating for experiential learning in curricula, organizing seminars, workshops, and guest lectures, promoting internships, conducting field visits, and incorporating value-added programs. The IQAC ensures teaching plans are revised with specific methodologies, and continuous evaluation strategies are monitored by course coordinators. Collaborations and MOUs are forged to enhance resource sharing.

Teaching-learning practices are enriched through semester-wise academic calendars, differentiated pedagogies tailored to individual learning levels, and initiatives like Course Preparedness Tests for first-year students. The IQAC promotes diverse learning methods such as experiential and collaborative learning, problem-solving, flipped classrooms, and engagement in co-curricular activities. Career-oriented vocational guidance sessions and elective choices empower students, while a systematic feedback system through student portals ensures continuous improvement.

Research is encouraged through methodology workshops, intellectual property rights programs, and collaborations with reputed institutes. The IQAC also emphasizes environmental consciousness, conducting regular outreach programs, tree plantation drives, and recommending eco-friendly installations LED Lights.

Capacity building activities cover professional development, skill-based training for faculty, and soft-skills sessions for students. Participation in orientation, refresher courses, Professional/faculty development programs and MOOCs keeps faculty updated, and remote access to platforms like NPTEL and others in collaborations with agencies are facilitated. The IQAC ensures staff and students are adept in using technology for attendance, examinations, and online learning.

Evaluation systems are streamlined with SOPs, ICT tools for transparency, barcoding for answer-books, and external experts for moderation. Learning outcomes and attainment levels are assessed, and pedagogical changes are made to enhance these outcomes.

Structure, methodology, and operations are continuously refined through value-added courses, policy reviews, academic and administrative audits, and ISO surveillance audits. The IQAC prepares a strategic perspective plan, attends workshops to stay abreast of accreditation requirements, and conducts a yearly student satisfaction survey.

Looking forward, the IQAC aligns with the National Education Policy (NEP) 2020, aiming to further enhance teaching and learning quality, instill necessary skills and values, and fulfill the institution's mission and vision. The IQAC remains committed to ongoing improvement, ensuring the college's progression towards creating successful global citizens.

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

### 6.5.2

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

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

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

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Shree L.R. Tiwari Degree College (SLRTDC) is unwavering in its commitment to cultivating a holistic educational environment that not only imparts technical competence but also instills a profound awareness of social and civic responsibilities among students.

**Gender Equity and Sensitization:** SLRTDC's primary objective is to provide education that caters to the diverse needs of society, with a special focus on gender sensitivity and equality. Both male and female students are afforded equal opportunities to reach their full potential. The institution proactively promotes women's empowerment through various initiatives.

*Annual Gender Equity and Sensitization Action Plan:* The college meticulously plans and executes initiatives promoting gender equity and sensitization within and outside the curriculum. Special programs are organized, especially during International Women's Day, with female students and staff actively participating. Experts are invited to sensitize them on various relevant women's issues, and surveys/audits are conducted to assess the impact.

*Active Participation:* Female students are encouraged to actively participate in co-curricular and extracurricular activities, including cultural festivals and inter-departmental and inter-collegiate sports competitions. This participation fosters a sense of inclusion and equal representation.

*Bharosa Cell:* Dedicated cells focus on issues related to gender equality, women's safety, and support for female students. These cells serve as platforms for addressing concerns and ensuring a safe and supportive environment for all.

**Safety and Security Measures:** SLRTDC places paramount importance on the safety and security of students, particularly female students. Several measures are in place to ensure their well-being:

The campus prioritizes safety through 24x7 surveillance by trained security personnel and comprehensive CCTV coverage. The mandatory use of identity cards regulates access, enhancing security. Adequate first aid facilities address medical emergencies promptly. Female faculty accompany students in after-hours activities for added safety. Dedicated common rooms on each floor provide privacy and comfort for female students. A robust counseling system, including faculty mentoring and career counseling, ensures student support. The anti-sexual harassment committee, with suggestion boxes, underscores the institution's commitment to a safe and supportive environment, addressing issues promptly and sensitively.

**Promoting Gender Equity through Activities:** SLRTDC actively promotes gender equity through various activities, including seminars and discussions on LGBTQ rights and awareness programs, women's health programs, celebrations of International Women's Day with motivational talks and awards for women achievers, guest lectures on LGBTQ and POSCO to promote gender sensitization, and the inclusion of women-related themes in cultural events, discussions, and debates.

**Administrative Structure for Women's Safety:** The college has formalized committees adhering to UGC/AICTE/State Government guidelines to ensure the safety and security of female employees and students. These committees include the Discipline Committee, College Rules and Regulations Committee, Internal Complaint Committee, Grievance Committee for Prevention of Atrocities Act (SC & ST), and Students Redressal Committee.

**Gender Equality & Women's Reservation in Staff Selection:** The institute prioritizes gender equality through regular gender audits and adheres to women's reservation in staff selection. This proactive approach ensures a fair and inclusive work environment, promoting diversity and equal opportunities for all, thus contributing to a more balanced and equitable representation within the institution's workforce.

The institution's proactive measures and initiatives reflect its dedication to promoting gender equality and ensuring the well-being of all students and staff members.

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

### 7.1.2

**The Institution has facilities and initiatives for**

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

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

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

**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:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>

**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:**

Institutions strive to create an inclusive environment by promoting tolerance, harmony, and awareness of cultural, regional, linguistic, communal, and socioeconomic diversity. They also focus on sensitizing students and employees to their constitutional obligations, values, rights, duties, and responsibilities as citizens. Here are some institutional efforts and initiatives in this regard:

**Cultural Exchange Programs:** Institutions host cultural exchange programs, events, and festivals like Chanakya Niti - Kautilya's Arthashastra, Bhagavad Gita and Management, Zohar-e-Awadh, Sonar Bangla, Gokul Ashtami (Janmashtami), and Christmas Celebration to celebrate the diversity of cultures, languages, and regions. These initiatives promote interaction, understanding, and appreciation among students and employees, fostering unity and inclusiveness.

**Sensitization of staff and students towards Constitutional obligations:** Institutions conduct sensitization workshops and training sessions to create awareness about various social issues, biases, stereotypes, and prejudices. These workshops aim to promote empathy, understanding, and acceptance of

diverse perspectives and backgrounds. They also educate students and employees about their constitutional obligations, values, rights, duties, and responsibilities as citizens.

**Inclusive environment through;**

- **Student Clubs and Associations:** Institutions actively endorse the formation of student clubs representing diverse cultural, regional, linguistic, and communal groups. These clubs serve as platforms for students to express their identities, share traditions, and foster cross-cultural understanding. By encouraging these associations, institutions contribute to a rich tapestry of cultural exchange within the campus community.
- **Inclusive Infrastructure and Accessibility:** Ensuring an inclusive physical infrastructure is a priority. Institutions invest in facilities and resources that cater to the diverse needs of individuals with disabilities. This includes features like wheelchair ramps, accessible classrooms, and assistive technologies, fostering an environment where all individuals, regardless of ability, can participate and engage on an equal footing.
- **Community Engagement and Social Outreach:** Institutions actively participate in community engagement to foster social harmony and uplift marginalized groups. Through community service programs, awareness campaigns, and collaborations with NGOs or government bodies, institutions address societal challenges and contribute to inclusive development. This commitment extends beyond the campus, creating a positive impact on the broader community and promoting a sense of social responsibility among students.

By implementing these initiatives, institutions aim to cultivate an inclusive environment where individuals from diverse backgrounds feel respected, valued, and empowered. They strive to create an atmosphere that promotes tolerance, harmony, and understanding while equipping students and employees with the knowledge and awareness of their constitutional obligations and responsibilities as citizens.

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

**7.2 Best Practices**

**7.2.1**

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:**

**Best Practices - 1**



## **1. Title of the practice**

**"Integrating UN Sustainable Development Goals (SDGs) into Institutional Functioning".**

## **2. Objectives of the practice**

- Raise awareness and understanding of the UN SDGs among staff and stakeholders.
- Align institutional policies, practices, and projects with relevant SDGs.
- Monitor and report progress on SDG integration, emphasizing measurable outcomes.
- Foster collaboration with external partners to enhance the impact of collective efforts.

## **3. The context**

The integration of UN SDGs into institutional functioning is imperative for organizations aiming to contribute to global sustainable development. By aligning operations with the SDGs, institutions can address pressing societal challenges while promoting environmental, social, and economic sustainability.

## **4. The practice**

- Conduct SDG awareness workshops for staff to familiarize them with the goals, emphasizing their relevance to the organization's mission.
- Establish a cross-functional SDG task force responsible for identifying areas of alignment and developing an action plan.
- Integrate SDGs into strategic planning, ensuring that organizational goals are consistent with the broader global agenda.
- Implement sustainable practices within the organization, such as eco-friendly initiatives, fair labor practices, and social responsibility programs.
- Establish key metrics to measure progress toward SDG-related targets.

## **5. Evidence of success**

SLRTDC actively embraces UN Sustainable Development Goals (SDGs), demonstrating a profound impact on faculty and students. Initiatives addressing SDG 1, such as NSS and DLLE's 7-day camp and orphanage donations, alleviate poverty and instill empathy. COVID-19 response, providing 50 oxygen cylinders, reflects commitment to community welfare. SDG 2 efforts, like lunch during Makar Sankranti and nutrition seminars, directly benefit faculty and students. Women's health seminars and sanitary napkin drives contribute to SDG 3, enhancing health awareness. SDG 4 and SDG 5 initiatives focus on education and gender equality, fostering an inclusive learning environment. Various SDG-aligned activities, including workshops, entrepreneurship seminars, and environmental audits, underscore SLRTDC's commitment to holistic sustainable development.

## **6. Problems encountered and resources required**

### **A. Problems Encountered:**

- Resistance to change among staff members unfamiliar with the SDGs.

- Difficulty in measuring the direct impact of certain initiatives on specific SDG targets.
- Resource constraints, including financial and human resources, for implementing comprehensive sustainability programs.
- Challenges in engaging external partners and stakeholders in collaborative efforts.

## **B. Resources Required:**

- Funding for training programs, workshops, and awareness campaigns.
- Expertise in sustainable development to guide the integration process.
- Technology for tracking and reporting on sustainability metrics.
- Collaboration with external partners, NGOs, and governmental agencies for shared resources and expertise.

## **7. Notes:**

- Regularly review and update the integration strategy to adapt to evolving global challenges and SDG priorities.
- Encourage innovation and creativity among staff to identify new and more effective ways of contributing to SDGs.
- Foster a culture of accountability and transparency in reporting progress and challenges related to SDG integration.

## **BEST PRACTICES-2**

### **1. Title of the practice:**

**"Exemplary and Amicable Approaches for Empowering Society through Inclusiveness"**

### **2. Objectives of the practice:**

- Foster inclusivity in society by promoting equal opportunities and representation for all.
- Enhance social cohesion and understanding among diverse communities.
- Facilitate the active participation of marginalized groups in decision-making processes.
- Create an environment that celebrates and values diversity.

### **3. The context:**

Inclusivity is a fundamental aspect of societal development, fostering unity, resilience, and collective prosperity. This approach seeks to dismantle barriers that hinder the full participation of individuals from diverse backgrounds, ensuring that every voice is heard and every person is given equitable opportunities.

### **4. The practice**

- **Inclusive Workshops:** Conduct tailored workshops on inclusivity, covering cultural diversity, gender equality, and accessibility to empower with knowledge and awareness.
- **Skill Development Initiatives:** Organize inclusive skill development programs, including vocational training, communication classes, and technology workshops for enhanced

employability.

- **Community Events:** Host unity-building events like cultural festivals and sports tournaments to encourage social interaction and celebrate diversity.
- **Awareness Campaigns:** Develop campaigns challenging stereotypes and promoting inclusivity through posters, social media, and community radio.
- **Accessible Infrastructure:** Advocate for and participate in projects creating inclusive infrastructure, making public spaces and facilities accessible to individuals with disabilities.
- **Community Dialogues:** Facilitate regular open discussions on inclusivity, providing a platform for sharing experiences and fostering community understanding.
- **Youth Empowerment:** Engage youth through mentorship, leadership training, and educational opportunities to build a more inclusive society.
- **Collaboration with NGOs and Government:** Partner with organizations working on inclusivity projects to amplify impact and bring in additional resources.
- **Entrepreneurship Support:** Develop programs supporting entrepreneurs from marginalized communities, offering mentorship, funding access, and resources.
- **Cultural Exchange:** Arrange programs allowing community members to experience and appreciate diverse customs, fostering mutual respect.
- **Community-Based Healthcare:** Establish health programs accessible to all community members, considering diverse health needs and ensuring cultural sensitivity.

## 5. Evidence of success

Shree L R Tiwari Degree College of Arts, Commerce, and Science actively fostered an inclusive society through various strategies. Inclusive workshops, like visits to orphanages and seven-day NSS camps, instill empathy. Tailored skill development initiatives extend digital skills to diverse age groups, ensuring active engagement in the digital era. Community events, including orphanage visits and donation drives, promote a profound sense of belonging. Awareness campaigns emphasize eco-friendly practices for significant contributions to environmental sustainability. Accessible infrastructure projects, such as energy conservation and facilities for persons with disabilities, guarantee a barrier-free environment. Dialogues and camps facilitate open discussions, nurturing unity, while webinars, collaborations with NGOs, and MOUs amplify societal impact, supporting entrepreneurship, cultural exchanges, and advocacy for policy changes. Community-based healthcare initiatives encompass women's empowerment, nutritional counseling, and LGBTQ representation dialogues, fortifying society with inclusivity and positive transformation.

## 6. Problems encountered and resources required

### A. Problems encountered

- Resistance to change and biases within existing societal structures.
- Lack of awareness or understanding about the benefits of inclusivity.
- Resource constraints for implementing inclusive policies and programs.
- Difficulty in measuring the long-term impact of inclusivity initiatives.

### B. Resources Required:

- Funding for awareness campaigns, educational programs, and community engagement events.
- Training programs for organizational leaders and community representatives on inclusivity and

diversity.

- Collaboration with non-profit organizations and community groups to leverage expertise and resources.
- Policy and procedural changes to institutionalize inclusivity in various sectors.

**7. Notes:**

- Continuously assess and adapt strategies based on the evolving needs and dynamics of the community.
- Establish partnerships with businesses and organizations committed to inclusivity to create a broader impact.
- Celebrate and showcase success stories to inspire further positive change in society.

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

**7.3 Institutional Distinctiveness**

**7.3.1**

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**INSTITUTIONAL DISTINCTIVENESS**

**Title: "Multidisciplinary Academic Initiatives"**

**Introduction:**

In the rapidly evolving landscape of higher education, institutions are continually seeking ways to distinguish themselves and provide students with a holistic learning experience. One key avenue through which this can be achieved is the implementation of multidisciplinary academic initiatives. These initiatives go beyond traditional disciplinary boundaries fostering collaboration and innovation among students, faculty, and researchers. In this write-up, we explore the significance of multidisciplinary academic initiatives as a distinctive feature of educational institutions, examining their impact on student learning, research outcomes, and overall institutional excellence.

**Defining Multidisciplinary Academic Initiatives:**

Multidisciplinary Academic Initiatives represent educational programs and projects strategically

designed to intentionally integrate diverse academic disciplines or fields of study aim so as to create a synergistic learning environment where students and faculty engage with a broad spectrum of perspectives. SLRTDC's dedication to educational excellence encompasses cultivating a multidisciplinary academic atmosphere that fosters innovation, collaboration, and holistic learning. Our strategic initiatives, including Interdisciplinary Research Projects, Cross-Departmental Workshops and Seminars, and Industry-Academia Collaboration, prepare students for the dynamic challenges of the modern world. Our commitment extends to organizing seminars facilitating cross-disciplinary discussions, knowledge exchange, and the exploration of innovative ideas. These initiatives ensure that SLRTDC students receive an education surpassing traditional boundaries, equipping them to be adaptable leaders and contributors in our rapidly evolving global landscape.

### **Impact on Student Learning:**

One of the primary benefits of multidisciplinary academic initiatives is the enhancement of student learning experiences. By exposing students to a variety of disciplines, these initiatives broaden their perspectives and equip them with a more well-rounded skill set. Students engage in cross-disciplinary projects that require critical thinking, problem-solving, and effective communication - skills essential for success in the 21st-century workforce.

Moreover, exposure to multiple disciplines encourages intellectual curiosity and creativity. Students are challenged to think beyond the confines of a single field, fostering a holistic approach to problem-solving. This not only prepares students for the challenges of a dynamic job market but also cultivates a lifelong love for learning and inquiry.

### **Promoting Research Innovation:**

Multidisciplinary academic initiatives serve as catalysts for research innovation. When researchers from different disciplines collaborate, they bring unique perspectives and methodologies to the table. This diversity of thought often leads to groundbreaking discoveries and innovative solutions to complex problems. Institutions that prioritize multidisciplinary research initiatives contribute significantly to the advancement of knowledge and the development of practical solutions to real-world challenges.

### **Cultivating a Culture of Collaboration:**

The success of multidisciplinary academic initiatives hinges on fostering a culture of collaboration within the institution. This involves breaking down departmental silos, encouraging open communication, and providing resources that support interdisciplinary endeavors. Institutions that prioritize collaboration create environments where faculty and students feel empowered to explore the intersections between their disciplines.

Collaboration extends beyond academia as well. Many institutions forge partnerships with industry, government agencies, and non-profit organizations to address real-world challenges. These partnerships not only enhance the relevance of academic research but also provide students with valuable opportunities for internships, research projects, and networking.

### **Institutional Impact and Excellence:**

The incorporation of multidisciplinary academic initiatives contributes significantly to an institution's

overall excellence. By producing well-rounded graduates with a broad skill set, we are known for producing graduates who are not only specialists in their field but also adaptable and capable of navigating a rapidly changing global landscape.

Moreover, as we prioritize multidisciplinary approaches has attracted top-tier faculty and researchers. The collaborative environment fostered a sense of intellectual excitement and engagement, making the institution an attractive place for those seeking to push the boundaries of knowledge.

**Conclusion:**

In conclusion, multidisciplinary academic initiatives are a key driver of institutional distinctiveness in SLRTDC. By fostering collaboration, enhancing student learning experiences, promoting research innovation, and cultivating a culture of openness and exploration, these initiatives position institutions at the forefront of educational excellence. As we look to the future, as we embrace and champion multidisciplinary approaches, it will not only distinguish us but also play a pivotal role in addressing the complex challenges of our ever-evolving world.

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

## **5. CONCLUSION**

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### **Additional Information :**

Shree L. R. Tiwari Degree College of Arts, Commerce and Science holds recognition under Section 2f of the UGC Act, 1956. It offers a range of diverse multi-faculty undergraduate and postgraduate programs covering various subjects such as Science, Arts, and Commerce. The campus is equipped with digital and Wi-Fi facilities, emphasizing the integration of ICT in teaching, administration, finance, accounts, student admission and support, and examination processes.

In alignment with university norms, the institution features well-equipped laboratories. Additionally, it houses essential support services, including a Placement Cell, Women's Cell, and Anti-Ragging Cell, all designed to foster security, harmony, and a peaceful academic environment on campus.

### **Concluding Remarks :**

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.2	<p><b>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)</b></p> <p><b>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <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>13</td> <td>14</td> <td>7</td> <td>6</td> <td>4</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>13</td> <td>14</td> <td>7</td> <td>6</td> <td>4</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	13	14	7	6	4	2022-23	2021-22	2020-21	2019-20	2018-19	13	14	7	6	4
2022-23	2021-22	2020-21	2019-20	2018-19																	
13	14	7	6	4																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
13	14	7	6	4																	
3.3.2	<p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p><b>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</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>43</td> <td>26</td> <td>00</td> <td>7</td> <td>00</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>03</td> <td>34</td> <td>26</td> <td>07</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Input changed. Teachers of same institution publishing with same ISBN number is avoided, only 50% teachers are counted.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	43	26	00	7	00	2022-23	2021-22	2020-21	2019-20	2018-19	03	34	26	07	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
43	26	00	7	00																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
03	34	26	07	00																	
3.4.3	<p><b>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.</b></p> <p><b>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</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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	



22	19	7	5	4
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	19	7	5	3

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

**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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	10	00	3	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	10	00	3	00

**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)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	37	17	27	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
51	37	17	27	26

Remark : HEI input changed as Multiple activities on the relatively closer dates are considered as one only.

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

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

**the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	34	5	13	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	01	00	00

Remark : HEI input is changed as financial support to teacher  $\geq 2000$  per academic year is considered.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : HEI input changed as Certificate from the external accredited auditing agency (preferably government, concern department of affiliating university) will only be considered.

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1763</td> <td>1452</td> <td>1290</td> <td>807</td> <td>353</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>1763</td> <td>1452</td> <td>1290</td> <td>807</td> <td>353</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1763	1452	1290	807	353	2022-23	2021-22	2020-21	2019-20	2018-19	1763	1452	1290	807	353
2022-23	2021-22	2020-21	2019-20	2018-19																	
1763	1452	1290	807	353																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1763	1452	1290	807	353																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 138</p> <p>Answer after DVV Verification : 99</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60	30	23	21	11

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	30	23	21	11