SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY, JAMNALAL BAJAJ ADMINISTRATIVE PREMISIS, AMBAZARI BYPASS ROAD
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Rashtrasant Tukadoji Maharaj Nagpur University, is one of the premier educational institution of central India. Established since 1923, the premises of University are spread over 373 acers which consist of heritage building, 7 lush green campuses with gardens, enriched biodiversity and spiritual antecende of Tukadoji Maharaj impetus the academic culture within the University. The University firmly believes, and follows prophecy of Rashtrasant Tukadoji Maharaj who propounds *"Hya Bharat Bandhu-Bhav-Nitya Vasu se, de varchasa de"* which means may brotherhood prevail in this country, grants us this blessing. As Nagpur being located in the heart of India and has connectivity with every part of the country, RTMNU is preferred by students of other states of the country.

For formal learning, the University boasts of 46 Postgraduate Teaching Departments (PGTD) and 3 Constituent Colleges/Institutions, 503 affiliated colleges offering UG, PG, MPhil and PhD courses to more than Four lakh students. All departments have independent buildings which are ICT enabled. Around 8 Science departments are UGC-Special Assistance Program (SAP) and DST_FIST recognized. . The university indulged into academic collaborations with prestigious institutions like IUC-CSR-DAE, New Delhi, Pennsylvania state university, USA, University of Florida, USA, University of Washington, USA to name a few.

These programs are supplemented with non-formal mode of education to inculcate human values and cover local need based education. They are:

1. Rajiv Gandhi Biotechnology Centre, Nagpur University, Nagpur.
2. Extension activities through life-long learning programme,
3. National service scheme,
4. Dr. BabasahebAmbedkar chair,
5. Ravindranath Tagore Chair,
6. Shri Chakaradhar Swami Chair,
7. Rashtrasant Tukadoji Maharaj Chair etc

The three tier library facility of the University is the classic example of its enriched reading culture. The V.B. Kolte Central library of the University, the Narsimharao Digital library and departmental libraries are well equipped with thousands of books along with wide range of national and international journals.

The competent, enthusiastic & dedicated faculty of the University have around 1200 research papers published in national / international journal of repute, 461 number of books publication, 46 fully funded research projects, 41 e-learning modules, 10 Patents applications and 15 patents grant to their credit in last five years.

Vision

To be one of the foremost knowledge hubs with commitment to excellence, relevance, innovation and inclusion in education, research, extension and human development, generating globally competitive youth with national character and social commitment.

Mission

- *To provide greater access for higher education to all and in particular to the socially and educationally unprivileged youth upholding the principle of social equity.*
- *To promote academic excellence and innovation through state-of-the-art Undergraduate, Postgraduate, Doctoral and Post-Doctoral programmes.*
- *To make the education globally competitive and socio-economically relevant through competent faculty, modern infrastructure and technology support.*
- *To enhance the status of Departments, Conducted and Affiliated Colleges in the fields of knowledge generation and dissemination by pro-actively supporting cutting-edge research*
- *To offer educational programmes catering the current and future needs of society, region and industries.*
- *To provide inspiring/conducive academic, social and cultural experience/atmosphere to the students, teachers and staff facilitating realization of their full potential and all-round development.*
- *To increase the efficiency, transparency and accountability in govenance upholding the best interest of the students and the community.*
- *To reform examination system for improving standard of evaluation and weeding out systemic inefficiencies.*
- *To ensure continued adequate funding through knowledge enterprise and efficient resource management.*
- *To strive for community welfare through extension services involving youth in order to cultivate the spirit of integration and sense of ownership as well as social responsibility in them.*
- *To acquire and nurture creative human resources and upgrade excellence and skills of existing staff.*
- *Extensive use of ICT for teaching, information dissemination, administrative/ financial / examination processes and transactions between students, colleges and various departments of University.*
- *To encourage and facilitate inter-institutional and international exchange programs and collaborations in teaching and research.*

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

A 97 year old heritage university has been able to develop a number of strengths over these years.

· **Physical and Academic Resources**

The University has around 373 acres of land with adequate infrastructure built upon it to serve the student and teacher community in specific, and society, in general. The physical resources such as land, buildings, etc., and academic resources such as libraries, laboratories, research facilities etc. are one of the key strengths of the University, which enables it in effective conduct of academic activities and supports it in all expansion ventures.

· **Enthusiastic Intellectual Capital**

The intellectual capital of the university i.e. its teachers is a proud strength of this University. These highly qualified teachers with a focus on overall development of student and sharp research acumen has always proven as an asset to the University. Their enthusiasm, commitment and untiring efforts have brought many laurels and

the University is confident of their wholehearted contribution and performance in all its endeavors.

· **Strong Alumni Base and Network**

An educational institution with a strong history is always known by its alumni. The RTMNU, a 97 year old institution has produced many stalwarts like Hon'ble Chief Justice of India, Hon'ble Prime Minister of India, Hon'ble Chief Minister of Maharashtra, etc. A strong network with alumni makes the development plans of University more relevant and easy to implement.

· **Effective Connect with Regional Experts**

The University has an effective connect with regional experts in various fields such as literature, science, business and commerce, art, fine arts, and many more. This has always helped the University in developing a quality and relevant curriculum for students and providing them hands on training in the form of field projects, internships, etc.

· **Ideals of Rashtrasant Tukadoji Maharaj**

The University is named after the great saint of Rashtrasant Tukadoji Maharaj and follows his principles of spreading brotherhood. His teachings and literature provides this university a spiritual base that benefits every stakeholder of the university, in specific and the society, in general.

Institutional Weakness

Weaknesses

The University, being a State University and located in a region that has relatively less industrial development has certain inherent weaknesses

- **Lack of Administrative Flexibility**

Being a state University, it has to follow all the norms, guidelines and procedures laid down by the Government of Maharashtra. This limits the administrative flexibility of the University and many decisions lose their relevance/impact owing to administrative delays.

- **Lack of Connectivity in various campuses**

The University, being an old one operates from various campuses that are located at different locations. This has always created hindrance in movement of students and teachers from one campus to another.

- **Limited employment opportunities at local level**

Owing to the poor industrial development and irrigation facilities in vidarbha region, the employment opportunities at local level are very limited. Similarly, the opportunities for summer internship/projects are also limited which fail to offer the students an impactful exposure to the work practices.

- **Wide Geographical Area**

There are 503 colleges affiliated to R T N Nagpur University. These colleges are spread over 4 districts viz. Nagpur, Wardha, Bhandara and Gondia. The geographical widespread of these affiliated colleges also creates lot of inconvenience to stakeholders and hampers the efficacy of work.

Institutional Opportunity

The constant changes in the external environment has brought the higher education at a cross road where the University looks at the following as opportunities for growth and quality enhancement.

- **Ambitious Industrial Projects in and around Nagpur Region**

Although this region has seen less industrial developments, in the recent past, few ambitious projects such as MIHAN, AIIMS, Metro Rail, etc. have been launched. The university looks at this as an opportunity to train and develop suitable work force to cater to their needs. Besides this, there are plenty of research and collaboration opportunities associated with this development to make the curriculum more relevant and quality oriented.

- **National Education Policy**

The implementation of New National Education Policy is expected to bring a paradigm shift in higher education. The University sees lot of opportunities with the launch of this policy in terms of revamping its curriculum, enriching its research outcomes and offering inter-disciplinary programs to make its students more employable with life skills.

- **Advent of Technological Developments**

The rapid technological developments are also seen as an opportunity to provide the best possible education to its students. With this, the enhanced use of ICT is expected to expand the outreach of University more effective still cost-efficient manner.

- **Prudent Use of Idle Resources**

The University is looking forward to make a prudent use of its idle resources such as unutilized land, underutilized auditorium and research facilities. These can be used on a non-commercial but collaborative basis which will offer better learning opportunities for students and shall also try to solve the problems of local industries/organizations.

Institutional Challenge

The external environment of the University is ever changing but the administrative processes don't change so often and so fast. This poses various challenges for the University system to function efficiently.

- **Recruitment of Teaching and Non – Teaching Staff**

The appointment of teaching and non-teaching staff at the University is subject to the sanction of State Government. At present, the Govt. does not allow any recruitment owing to which, plenty of posts are vacant and the work is being suffered. Around 20-25 professors with rich experience are about to superannuate in a couple of years. This is bound to create a sizeable vaccum in the teaching efficiency of the institution.

- **Limitations on Resource Mobilization**

As a State University, grants from Govt. is considered the only source of funds. Despite of having huge idle land resource, the university has a limitation and cannot use it for commercial purposes that can generate additional revenue for the University.

- **Training and Development of Staff**

Apart from limitations on recruitment, the training and development of staff is seen as one of the biggest challenge. The implementation of automation in administrative and other functions is demanding lot of training for non-teaching staff. Similarly, enhanced use of ICT also requires training and development of teaching staff. In light of this, the fund mobilization and other training and development strategies need a revamp

- **Multiple Regulations**

The University is governed by the MPU Act, 2016 and comes under the ambit of University Grants Commission. It also offers the programs that are approved by various apical bodies such as AICTE, PCI, NCTE, BCI, etc. Therefore, the University is inherently under the clutches of multiple regulations of these authorities and many a times their norms and standards are contradictory in nature.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The University offers 56 programs through its 46 departments. These include UG, PG, M.Phil. and Ph.D programs ensuring diversity across disciplines. All these programs are constantly updated in accordance with the guidelines prescribed by UGC and other apical bodies and are supportive to inculcate Regional/National/Global competences and scientific tempers. The designing of curriculum is based on contemporary needs, expert opinion, local, regional, national & global developmental relevance including theory and practical subjects. University focuses on promoting research and uplifting innovation, incubation and linkages within society. Need based and skill based curriculum is designed for triable and disabled students.

From 2015-16, University swapped to Choice Based Credit System pattern from Credit Based System pattern. Choice of 42 Foundational Courses is provided for promoting interdisciplinary studies. Certain courses are offered in three different languages viz. Hindi, Marathi and English in order to fulfil the local needs of the students. The University also offers around 32 value added courses to impart employability and life skills amongst its students. The University has entered into MOUS with numerous institutions and organizations in order to enrich the quality and utility of curriculum of these courses. The University also integrates Human Values, Professional Ethics, Gender Sensitivity, etc. in its curriculum by using various means. To further this, the University has specific departments such as, Dr.Babasaheb Amedkar Thoughts, Rashtrasant Tukadoji Maharaj Adhyasan, Deptt. Of Buddhist Studies, Deptt. Of Ghandhian Thought, etc.

To promote environment and sustainability, academic programs like Ecological Degradation, Statistical Ecology, Wildlife Ecology, Environmental Biotechnology, Ecology and Foraging Economics, Master of Law in Environmental Laws, etc are introduced in most of the PG programs.

A responsive feedback system is inculcated in the University. Need based curricula is designed by taking views from students, teachers, employers, alumni. Feedback helps in framing, revision and redesigning of syllabi, to give guideline to the university authorities to substantiate the needs of teachers to improve the teaching learning process, to give guidelines to the academic bodies while framing various policies required for the development of the University.

Teaching-learning and Evaluation

The University being the prime academic institution in Central India, provides a blend of modern as well as traditional mode of teaching and learning which promotes social welfare and justifies diverse needs of its learners and other stakeholders. A well organised Centralised Admission Process (CAP) is adopted for all PG Departments which firmly adheres to the norms of Maharashtra Government for reservation of seats. A student centric supportive teaching-learning system is formed at the departmental level wherein through qualitative and quantitative parameters slow and advanced learners are identified and accordingly an effective mentoring system is applied and remedial/bridge classes are conducted. The University understands and recognizes importance and relevance of technological developments and makes available the adequate technological infrastructure to its teachers in terms of LCD projectors, interactive boards, etc., in class rooms. Wi-Fi internet connectivity in library and several departments, Language Laboratory, soft skill programmes aids prove effective in enriching the teaching – learning experience at the Institute.

Despite constraints with regard to appointment of full time teachers sans approval from the Government of Maharashtra, the University leaves no stone unturned in maintaining an effective student-teacher ratio by appointing full time teachers on contract basis.

As a result of efforts put in to promote the use of ICT, significant number of teachers have succeeded in developing e-content and have started using e-learning platforms. The University is supportive in providing infrastructural facilities to stakeholders in order to develop global competencies. Strict and strategic obedience is shown towards the academic calendar for completion of syllabi and conducting fair and transparent projects, publications and consultancy constantly provides their intellectual contribution in the society.

The University has gradually integrated Information Technology into its examination mechanism and at present, the complete examination section and its processes are automated. This has resulted in minimizing the result processing time, saving cost, enhancing efficiency and making the entire process student friendly. Minimum students' complaints related to examinations are received and get resolved within stipulated time.

The university is determined to constantly upgrade its efforts in enhancing students' performance by making its teaching-learning-evaluation processes student centric.

Research, Innovations and Extension

RTMNU has channelized the competence and enthusiasm of its teachers by creating a research ecosystem in order to attain brilliance in research, innovation and extension through sponsored and consultancy projects at the local, regional and international level. Faculties are encouraged to involve themselves in inter and intra disciplinary research undertakings. To promote research activities, seed money and innovative project fund are granted to competent teachers at the early stage of their joining in the university. In last five years, the university disbursed **Rs 2.37 crore** as seed money. Faculty members and research scholars having important contribution for research with International Award or patent are honoured in Teacher day function every year. In addition to University Research programs, most of the faculty members have individually mobilized funds to execute specific research projects in their particular areas of expertise in various disciplines. Under the extramural scheme, faculty members have brought fund of **Rs 6 crore** from non-government national and international agencies and **Rs 3 crore** from government agencies. To strengthen research infrastructure, Major support programs from Nodal agencies mainly UGC-SAP, DST-FIST and ICSSR RUSA having funding around **Rs 17 crore** are running in nine potential departments of university.

The university provides special fund and administrative support to each department to organize conferences/seminars and invite distinguished professors to deliver a talk. As a result of this effective research ecosystem and research policy in place, the research outcomes in terms of research publications by teachers, patent submissions and number of conferences have been significant.

The University also recognizes its responsibility to serve the community and has been able to conduct a sizeable number of extension activities. The university, through its NSS unit and socially responsible teachers and officers organizes various extension activities such as Blood Donation Camps, Tree Plantation Drives, Environment Awareness Programs, Swachhata Abhiyaan, etc. In order to effective organization and successful implementation of this, the University has signed MOUs with a number of renowned organizations with specific objectives.

This has helped the University in sensitizing its students and teachers towards their social responsibilities and serve the society in more efficient manner.

Infrastructure and Learning Resources

RTMNU has always been proactive in augmenting its physical and technological infrastructure in accordance with the ever changing needs of its students, teachers and other stakeholders.

The university has a separate physical infrastructure for most of the Post Graduate Teaching Departments hosting adequate number of well-furnished and ICT enabled classrooms, seminar halls, individual rooms for each faculty member, separate restrooms for boys and girls which are disabled friendly, common rooms, departmental libraries, etc. The academic campus also has a language lab, Bank, Post Office, Adhaar help centre, phocopying centre, Inter-Institute Computer Centre and canteen for convenience of students.

The University also has a separate building for its examination section named as 'Pariksha Bhavan' and a central administrative building named as 'Jamnalal Bajaj Prashaskiya Bhavan' to effectively carry out its administrative and exam related functions. Separate departments like Finance & Audit, store, development section**,** BIIL, Printing Press and Engineering Section are available within the campus.

The three tier library facility of the University is the classic example of its enriched reading culture. The V.B. Kolte Central library of the University is well equipped with thousands of books along with wide range of

national and international journals. The Narshimarao Digital Library makes available access to world class study material free of cost to all the stakeholders. Every department is assigned with departmental library for which separate budget is allocated every year.

The University has also created a state-of-the-art sports, yoga and recreation facilities for overall development of its students. . It has 40 residential homes for its employees, 3 boys' hostels for 785 students and 1 girls' hostel for 291students.The Nelson Mandela hostel is for 48 foreign students. Health Care Centre having medical officers and supporting staff are also provided by the university.

The University makes adequate budgetary provisions for augmentation and maintenance of these facilities. During last 5 years, around 9 % of total budget have been allocated for this purpose. LECTURE CAPTURING SYSTEM and –e-content development system is available in few departments. The environment friendly campus of RTMNU is plastic free and encourages preservation of biodiversity.

Student Support and Progression

In alignment with its vision, the University has always been adopting a student centric outlook while carrying its activities and functions. It extends the unconditional support to its students in every possible way i.e. academic inputs, career-counselling facilities, placement related guidance and opportunities, financial assistance in terms of scholarship schemes, and many more.

All the scholarship schemes of Government of India and Government of Maharashtra are offered to its students. In addition to this, the University has floated number of scholarship schemes from its own funds in order to attain its objective of inclusivity. The University makes every effort to make students aware of all these schemes and the student friendly teaching and administrative staff of the university facilitates students to avail benefits of all these schemes.

Employability of students has always been the top priority and in order to ensure this, the University offers various skill development, employability development and capacity building programs. The student-friendly approach of faculty members during classroom interactions, field interactions, seminars and internship has reaped benefit in terms of minimal student grievances.

The University has created a student-friendly ecosystem for communication with students through an effective website. All student related information is made available on the University website which is regularly updated.

Students from marginalized backgrounds and/or with disabilities are constantly helped by regular counselling sessions and skill-based courses. All these measures have helped in enhancing the employability of students as well as enriching their learning experience, which result in their progression to higher studies.

The presence of active Students' Council and Student Development Division ensures student welfare and their participation in decision making at appropriate places. The University also has Student grievance cell, anti-ragging committee, women's cell and Internal Complaint Committee as per the guidelines of Government of Maharashtra.

The University regularly organizes various cultural and sports events to provide an opportunity to students to display their skills/talents, which help in overall development of students. The University appreciates the performance of students in the form of certificates, prizes and trophies and also provides financial assistance to

students for attending/participating in various state/national level events.

Governance, Leadership and Management

The RTMNU is a state university governed by The Maharashtra Public Universities Act, 2016. As laid down by the Act, the University comprises of the Senate; the Management Council; the Board of Deans; the Board of Studies; and various statutory boards prescribed by the MPU Act.

As established in the Act, each of these authorities have a specific set of functions and responsibilities in order to ensure the smooth functioning of University. These apex bodies are constituted in accordance with the norms and procedures prescribed in the MPU Act 2016 and comprise of the members from various sections such as academic, non-academic, industry or profession, etc. The composition of all these authorities/bodies depict the participation of various stakeholders of society in the decision making process. They depict decentralization and participative management at all steps and levels of decision making within the University.

Within the prescribed structural and functional framework, RTMNU's efforts are channelized to achieve its vision and mission by leveraging the philosophies and ideals of Sant Tukadoji Maharaj. In order to ensure its vision and mission, the University prepares a fiver year 'Perspective Plan' and adheres to it by deploying strategic resources. Attempts have also been made to introduce 100 % automation in administration and academic activities of university.

An active IQAC bears the responsibility of monitoring facilitating quality enhancement activities through a number of workshop and other activities. Implementation of MIS, submission of NIRF and AISHE data and establishing systems and processes in accordance with the accreditation requirements come under the purview of IQAC.

The University has an established system of periodical review of performance of its employees which is mandated by the UGC and also provides various avenues of promotion and career advancement to its employees. In addition to this, various welfare measures are also offered to employees of the University.

The fund mobilization strategies of the University are well defined and the University strictly adheres to its policy of conducting regular internal and external audits in order to ensure proper utilization of funds.

Institutional Values and Best Practices

Being a long-standing apex institution in Central India, the University has endeavored to be abreast with the changing educational scenario, nationally and globally. The periodically revised programmes and learning outcomes reflect the efforts made by various academic disciplines towards addressing social and environmental challenges and issues. In congruence with the directives issued by the Directorate of Higher Education from time to time, the University has carved its own mandate to implement practices which are responsive to imperative issues like gender equity, environmental concerns. Reflecting a progressive approach towards such current concerns, the various Departments and Committees of the University have worked out various methods and approaches to keep abreast with the changing dimensions of education.

The following initiatives taken by the various Post Graduate Teaching Departments and Administrative Units of the University be speak of their dynamic efforts which reflect current initiatives towards gender sensitization,

safety and security, with the aim to create futuristic trends in education and the society at large:-

·   Green initiatives to enhance awareness towards the protection of Environment

·   Steps to improve or replace long standing practices to cut down the use of non-renewable energy resources

·   Infrastructural changes for helping persons with disabilities

·   Use of IT in every level of functioning of university, thereby controlling the use of paper and other non-reusable material

The University has taken initiative and paved a way for all its affiliated colleges and PGTDs by making the teachers aware of recent developments in ICT tools using the platform of HRDC. This practice has benefitted a large number of teachers who in turn have started using ICT tools in teaching-learning-evaluation process.

The University, recognizing its role in solving local problems, has started a 'Seed Money' scheme for its teachers to encourage them to take up research project of regional importance. This practice has also yielded desired results and now the University is planning to extend this scheme to the teachers of its affiliated colleges.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY
Address	Rashtrasant Tukadoji Maharaj Nagpur University, Jamnalal Bajaj Administrative Premisis, Ambazari Bypass Road
City	Nagpur
State	Maharashtra
Pin	440033
Website	www.nagpuruniversity.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor(in-charge)	Murlidhar G. Chandekar	0712-25245417	9822576404	0712-253284 1	directoriqac@nagp uruniversity.ac.in
IQAC / CIQA coordinator	Sneha V Deshpande	0712-2040459	9822737725	0712-256134 7	svdesh@gmail.co m

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affliating

Establishment Details	
Establishment Date of the University	04-08-1923
Status Prior to Establishment,If applicable	

Recognition Details			
Date of Recognition as a University by UGC or Any Other National Agency :			
Under Section		**Date**	**View Document**
2f of UGC		04-05-2005	[View Document](#)
12B of UGC		04-05-2005	[View Document](#)

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Rashtrasant Tukadoji Maharaj Nagpur University, Jamnalal Bajaj Administrative Premisis, Ambazari Bypass Road	Urban	317.93	65580.25	Fifty four		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Education/Teachers Training	12	73	85
Business Administration/Commerce/Management/Finance	4	12	16
Universal/Common to All Disciplines	103	303	406

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	3
Affiliated Colleges	507
Colleges Under 2(f)	38
Colleges Under 2(f) and 12B	118
NAAC Accredited Colleges	127
Colleges with Potential for Excellence(UGC)	12
Autonomous Colleges	8
Colleges with Postgraduate Departments	141
Colleges with Research Departments	71
University Recognized Research Institutes/Centers	5

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
AICTE	107957_5242_1_1594981346.pdf
NCTE	107957_5242_4_1596182782.pdf
PCI	107957_5242_6_1595415112.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				40				75				133
Recruited	31	9	0	40	22	11	0	33	34	21	0	55
Yet to Recruit				0				42				78
On Contract	0	0	0	0	0	0	0	0	21	33	0	54

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				647
Recruited	361	83	0	444
Yet to Recruit				203
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				217
Recruited	128	33	0	161
Yet to Recruit				56
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	31	9	0	22	10	0	31	17	0	120
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	0	0	0	3	4	0	7

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	19	31	0	50
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	R T M Nagpur University	Dr. Ambedkar Chair	Government of India
2	R T M Nagpur University	Shri. Chakradahar Swami Chair	Government of Maharashtra
3	R T M Nagpur University	Ravindranath Tagore Chair	Government of Maharashtra
4	R T M Nagpur University	Rashtrasant Tukadoji Maharaj Chair	Government of Maharashtra
5	R T M Nagpur University	E. Raghavendra Rao Fund	Government of India

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	95	1	0	0	96
	Female	47	0	0	0	47
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	8	0	0	0	8
	Female	22	0	0	0	22
	Others	0	0	0	0	0
PG	Male	711	9	0	0	720
	Female	1106	13	0	0	1119
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	4
Number of UGC Refresher Course	9
Number of University's own Programmes	13
Total Number of Programmes Conducted (last five years)	83

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	71.25	Four Star	SSR Cycle 1_compressed.pdf
Cycle 2	Accreditation	2.61	B	SSR Cycle 2_compressed.pdf
Cycle 3	Accreditation	3.08	A	SSR cycle 3.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Ph D Cell	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
54	54	54	54	52

File Description	Document
Institutional data in prescribed format	[View Document]()

1.2

Number of departments offering academic programmes

Response: 46

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3426	3385	3111	2913	2934

File Description	Document
Institutional data in prescribed format	[View Document]()

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1265	1397	1184	1135	1061

File Description	Document
Institutional data in prescribed format	[View Document]()

2.3

Number of students appeared in the University examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3122	3283	2854	2756	2503
File Description			Document	
Institutional data in prescribed format			View Document	

2.4

Number of revaluation applications year-wise during the last 5 years

2019-20	2018-19	2017-18	2016-17	2015-16
337	533	398	284	263

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1896	1889	1899	1828	1661
File Description			Document	
Institutional data in prescribed format			View Document	

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
128	136	140	149	161
File Description			Document	
Institutional data in prescribed format			View Document	

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
248	248	250	250	250

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2681	2457	2648	3209	3157

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
2061	1340	1285	1285	1285

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Total number of classrooms and seminar halls

Response: 161

4.4

Total number of computers in the campus for academic purpose

Response: 633

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
30362.56	34701.77	21353.23	17317.97	19264.29

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

The epicentre of curriculum designed by the stakeholders of the University is its mission, which emphasizes upon achieving academic excellence within its students in order to make them globally competitive. Being a state university, the RTM Nagpur University abides by the tenets of MPU Act 2016 for curriculum development.

Based on feedbacks from stakeholders the curriculum preparation, revision and development is done as per statutory procedure, which allows inputs from Board of Studies, Academic Council, local industries, communities, alumni, subject experts, research organisations etc. The designing of curriculum has utmost relevance to local, regional, national and global developmental need with well-defined Programme Educational Objectives (PEO), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) which are based on the principle of Bloom's Taxonomy to equip the students with necessary knowledge, skills, values and attitude.

Professional courses are shaped as per the guidelines of respective apex bodies. Considering overlapping relevance of the diverse programmes, 35 reflect global relevance, 22 reflect national relevance and 10reflect regional and local relevance. Curriculum development for all these courses is based on following aspects:

Academic Flexibility:

- From 2015-16 onwards 84% of programmes are switched to CBCS pattern along with absorption scheme for the students from old schemes of examination.
- Choice of 42 Foundation Courses is provided for promoting interdisciplinary studies.
- 86% of the programmes have been restructured over last 5 years.
- Facility of digital learning, digital library and remote login to e-contents is provided to teachers and students.

Career Orientation:

- The syllabi for all courses are a blend of theory and practical subjects, which ensure imparting of transferable knowledge and life skills.
- Regional/National/Global/Local competences and scientific tempers are enhanced through special orientation programmes like Sericulture, Value Added Programme, Robotics, Pharmaceutical Science, Biotechnology, etc.
- Specific skills are encouraged through Braille books, Disability Law, Fine Arts, etc.
- Employability and comprehensive professional learning are endorsed by conducting various

academic and practical activities.

- There is focus on designing courses for promoting research, innovation, incubation and linkages so as to uplift standard of living in society.

Multi-Skill Development:

- Advanced learning through ICT initiatives like SWAYAM, e-PG Pathshala, latest pedagogical tools for teaching and learning, soft skills and job-based training is effectively implemented**.**
- Curriculum emphasises on community oriented field work, field projects, socio-legal projects, internships, case studies, etc.

Issues of Diversity:

- Curriculum is precisely designed considering the need of tribal students and differently abled persons.
- Curriculum promotes a need and skill base that is socially, economically and culturally relevant.
- Courses like Artificial Intelligence, Machine Learning, Data Science, Biotechnology, Genetic Engineering, Professional Commerce and Intellectual Property Rights address diversified needs of the society.

Feedback System:

- University gives due cognizance to the feedback received from its stakeholders, which includes students, teachers, employers and alumni.
- Feedback provides the necessary base and insight for identifying new demands of the industry, introduction of new courses, preparation of perspective plan, curriculum development, its revision and reorientation.
- Feedback being a regular ritual of the University, is collected from stakeholders, is analysed and reported for further actions.

File Description	Document
Link for Additional information	[View Document](#)

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 88.89

1.1.2.1 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 48

1.1.2.2 **Number of all Programmes offered by the institution during the last five years.**

Response: 54

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of Programme syllabus revision in last 5 years	[View Document](#)
Any additional information	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 39.86

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
732	744	747	749	681

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 20.19

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 1852

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 9175

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 85.19

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 46

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The University considers these three parameters as its foundational pillars which aim and support creation of a society that reflects inclusivity, dignity and respect for all. For achieving these aims, the university, through its various courses and programmes (both exclusively as well as inclusively in various courses, papers and modules), teaches and propagates values and reduces issues so as to build and educate a well informed and value based society.The following is the response:

Human Values and Professional Ethics:

- The University firmly believes and follows prophecy of Rashtrasant Tukadoji Maharaj, who propounded*"ya Bharatat bandhu-bhav nitya vasude, de varachi asa de",* which means '*the motherland will be blessed if we practice brotherhood and humanity amongst us'*. Naming the University after '*Rashtrasant Tukadoji Maharaj*' strongly indicates that the university is committed to promote his values through courses like Rashtrasant Tukadoji Maharaj Adhyasan.
- A course on 'Gandhian Thoughts' strongly infuses the principle of "*ahimsa*" and "*sarvodaya*" within the society.
- Courses like 'Dr. Babasaheb Ambedkar Thoughts and Buddhist Studies' promotes values of "*sarvadharma samabhav*".

- Apart from exclusive courses, the university does conduct numerous courses and has programs like 'Masters in Human Rights and Duties Education', which promote human values.
- Professional ethics are inculcated through courses like Business Ethics, Media Ethics, Social Consciousness, Corporate Social Responsibility, Ethical Investment, Genetics and Ethical Issues, Technology and Ethics, etc.
- The academic endeavours of the University are supported by the active and enthusiastic NSS Unit.

Gender Sensitivity:

- Gender equality is being promoted not only by prescribing it in the syllabi but also by providing equal opportunity to students of both genders, so as to make them globally competitive.
- Focus has been made in identifying the core issues related to gender discrimination and also prescribing effective remedial solutions for removing these discriminations from the society.
- Exclusive courses for women are available in the form of 'Masters of Home Science' and 'Gender studies'.
- Equal opportunity is implemented specially by providing equal platform for learning to LGBTQ.
- Gender sensitisation and elimination of gender bias is encouraged through various curricular and extra-curricular activities like International and National Conferences, Seminars, Workshops, debates etc.

Environment and Sustainability:

- The study of concept of environment and sustainability is not confined to any particular discipline but it pervades through various programmes across all Faculties whether it be Humanities, Science and Technology, Commerce or Inter-disciplinary studies.
- Academic programmes like Ecological Degradation, Statistical Ecology, Environmental Biotechnology, Ecology and Foraging Economics, Master of Law in Environmental Law, etc. promotes environment and sustainability.
- Every year university observes the '*Swachhata pakhwada*', wherein various academic and non-academic activities related to cleanliness.
- Environmental sensitivity and social responsibility is imbibed in the students as well as teachers through cleanliness drives, rain water harvesting, use of renewable energy resources, etc.
- These courses equip students with constructive understanding of environmental issues and their possible solutions addressing the problem of environmental degradation.
- These curricula are well supplemented with regular outdoor extra-curricular activities like tree plantations and lake cleanings and indoor activities like elocutions, poster presentations etc.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	[View Document](#)

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 39

1.3.2.1 **How many new value-added courses are added within the last five years.**

Response: 39

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 28.5

1.3.3.1 **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
726	851	798	838	1225

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 16.4

1.3.4.1 **Number of students undertaking field projects or research projects or internships.**

Response: 562

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

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

File Description	Document
URL for feedback report	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 1.09

2.1.1.1 **Number of seats available year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2668	2668	2554	2554	2554

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	[View Document](#)
• Any additional information	[View Document](#)

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

Response: 52.02

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

2019-20	2018-19	2017-18	2016-17	2015-16
1357	632	645	616	629

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Learning is the process of acquiring new knowledge or modifying existing knowledge, behaviours, skills, values or preferences. In the class of 40 or 50 students, there is a co-existence of students having different levels of learning abilities. Some are quick or advanced learners and some are average; but some are little slow in their pace of learning and acquiring new skills - they are termed as slow learners. In order to identify formal slow and advanced learner, every PGTD has autonomy to conduct such assessment and define the 'advanced learners' and 'slow learners' based on the performance of students.

Admissions at PGTDs in the University are centralized and are done through CAP rounds. Students securing more than 70% are categorized as advanced learners and students scoring less than 50% are classified as slow learners. Special coaching / remedial classes are organized to bring them at par. This method is commonly followed by majority of the PGTDs of the University, especially by Faculty of Humanities.

In the light of the above, various science and technology PGTDs of the University assesses newly admitted students at the beginning of the academic session to check for their learning levels, so that they can be helped accordingly and a teaching methods can be planned based on their pace and needs. Case reports of Department of Pharmaceutical and Physical Sciences are discussed below:

In the year 2019-20, 62 students were assessed with the help of culture fair intelligence test by Cattel (CFIT). The average score is 100. Generally, above 100 is considered to be advanced learners whereas the students scoring between 70-100 are considered as average learners. The students who scored less than 70 are categorised as slow learners.

Following programmes and strategies have been advised to be implemented for slow learners and advanced learners:

Strategies for slow learners:

- **Monitoring attendance-**

It is likely that slow learners miss the classes. So, monitoring their attendance is necessary. A team of teachers is assigned to do this and whenever there is lack of attendance for a period of significant days, parents are informed accordingly.

- **Remedial activities -**
- Apart from regular lectures, remedial classes are arranged every day after scheduled hours and sometimes on weekend, considering special needs of slow learners. This is done so that these students do not lag behind others.

In addition to the above, the University adopts various following action measures to address the issues of slow learners:

- Periodic Tests
- Assignments and Presentations with smaller targets
- Use of Audio-Visual Aids
- Parents-Teachers Meet
- Counselling Sessions
- Student Mentoring

Strategies to help advanced learners:

The learning needs of advanced learners are different in nature. They need special attention to excel in domain knowledge and acquire better skills and attitude. In order to ensure this, the various departments of the University adopts various strategies such as –

- Assigning higher responsibilities to students
- Encouraging their participation in quiz and competitions
- Mentoring or assisting teachers
- Special Coaching for competitive examinations
- Career counselling for higher studies and research

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 27:1

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Experiential learning

Practices of Experiential learning through teaching-learning process adopted in RTMNU are:

- Students are encouraged to virtualize and rationalize new experimental ideas on the topics covered in class-room teaching by developing mini-projects/ case studies.
- Students are involved to design their own master experiments in every semester and develop computer simulation for the experiments.

- Encouraging and guiding students for participation of national and international student conferences.
- Providing supervision and other facilities for publication of papers to non-paid SCI and approved Journals.
- Arranging study tours/ field visit/industrial tours/Advanced laboratory Visit/ hand-on-training on advanced instrumentations.
- Easily accessible free Wi-Fi throughout the main academic campus is also made available to students to facilitate them to work on their projects in order to enrich their experiential learning experience.

Participative learning

RTM Nagpur University encourages its students for participative learning by providing them an opportunity to participate in various academic and extension activities, few of these:

- Learning through seminar and presentation in each semester on advanced and applied topics related to their discipline. Weightage of One credit per subject is also provided to students.
- Concurrently, the parameters for assessing students at department level (internal assessment) includes submission of assignments, open book test, viva-voce and group discussions to check their level of understanding about the subject.

- Most of the departments have students club. These clubs numerous co-curricular and extra-curricular activities in addition to the extension activities. The University encourages participation of students in various extension activities organized by these clubs. This facilitates the overall development of students and helps them in acquiring life skills.
- The National Service Scheme (NSS) of RTM Nagpur University organizes social programs which engages students in various social activities. Such activities provide the students with opportunities to develop leadership, social responsibility, citizenship, volunteerism and employment experience.
- Apart from this, various Academic Departments of the university also organize activities such as Swachata Abhiyan, Adult Education, Voter Awareness Poster and Slogan-writing Competition, Gender Sensitization, Gender Equality which increases the social interaction of the students. This provides students with an opportunity to gain professional values, knowledge and skills. Students also gain a deeper understanding of the meaning of civic responsibility and are able to prepare themselves to serve the community.
- Students undertake group activities through such programs that are aimed at inculcating team-work skills among students.

Problem Solving Methodologies

In order to develop problem solving abilities in the students, University has adopted student centric learning methods, which includes:

- External assessment is based on university conducted examination, which is mainly frame to analyze students ability to observe, understand, interpret, find solutions and perform applications that lead to a holistic understanding of the concept.
- Few Courses are based on Research Methodology and Analysis which are integrated into the syllabus. This method help to develop scientific thought processing skills amongst the students
- Applied courses like applied geology, molecular biology and genetical engineering, bio-technology,

bio-chemistry gives field-based challenges to students. This also tests and improves the critical thinking and problem solving capabilities of students.

File Description	Document
Upload any additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Keeping pace with technological development, the teachers of Rashtrasant Tukadoji Maharaj Nagpur University have adopted modern tools of teaching in addition to the traditional ones. With the advent of IT and availability of affordable LCD/DLP projectors, the teachers of almost all the departments have prepared power point presentations or animation depending on the subject matter**.** Under RUSA grant on infrastructural development, university established 24 smart classrooms, which are well equipped with LCD/DLP projector.

The teachers use videos available on You-tube to enhance the expression of their subject. They also share these videos among students after thorough screening. These videos, created by experts are easy to understand for students and nearer to the topic being taught in the class. Teachers are also well acquitted to create their own you tube lectures by using sources like OBS studio, Google meet. Apart from this, teachers make use of e-PGPathsala, Google Classrooms, NPTEL, Swayam, Swayam-Prabha, UGC-MOOCs, Sugamya Pustakalaya, Web OPAC and INFLIBNET for preparing the teaching material. Access to most of these resources is also made available to the students via a link on university website. This enables the students to access the learning resource as per his/her wish and convenience.

The teachers use various social media platforms like Research Gate and Linkedin to connect with the fellow researchers worldwide. This interaction with peers from other institutes enriches their knowledge, which ultimately benefits the students. Nine hundred sixty-eight participants have registered for the course in the year 2018-19.

The library provides access to the journals and e-books to the staff and students of the University. In addition, remote login access to these resources is also provided to the teachers. The central library has taken necessary steps in digitizing very old literature and converting it in to an e-resources, which are made available on university website. The University Library has a Digital Knowledge Centre to provide access to e-books and e-learning resources to the students 24X7. Library has subject specific search engines/databases such INFLIBNET, SciFinder etc. for searching a topic of research or academic interest. The Wi-Fi enabled campus encourages blended learning by way of providing access to website containing e-learning resources.

The e-resources enable the teachers to enrich their lectures on one hand, while on the other help the students to derive extra learning material for their studies. The departments have systems with softwares like SPSS, MATLAB, MathWorks etc., wherever they are required.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 52:1

2.3.3.1 **Number of mentors**

Response: 66

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 57.29

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

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years

Response: 93.96

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

2019-20	2018-19	2017-18	2016-17	2015-16
120	128	131	140	152

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

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

Response: 14.74

2.4.3.1 **Total experience of full-time teachers**

Response: 1887

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

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 28.01

2.4.4.1 **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
5	11	7	10	7

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.5 Evaluation Process and Reforms

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

Response: 30.49

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

2019-20	2018-19	2017-18	2016-17	2015-16
25.44	24.70	24.67	24.86	52.76

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 12.36

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

2019-20	2018-19	2017-18	2016-17	2015-16
337	533	398	284	263

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

RTM Nagpur University implemented IT in examination reform as recommended by Rajesh Agrawal Committee of Government of Maharashtra. Examination pattern of RTMNU is monitored by continuous internal assessment with end-semester external assessment. 100% automation in entire division of examination is implemented**.** The university offers 56 Programmes under four faculties. Every year, more than 4 Lakh students appear for the university examinations. With introduction of the semester pattern, the

examination section workload was significantly increased, the work of revaluation/reassessment notwithstanding. In spite of depleted human resource, this huge challenge has been most successfully discharged by the University by adoption and integration of information technology at every step.

The Pre-Examination Activities: Registration for enrolment number, Filling of examination form, Faculty-wise and subject-wise list of examination-due students, Appointment of Examiners, Appointment of supervisors, issuing of hall tickets, etc.

Processes During Examination: Submission of Internal examination assessment report, Questions paper delivery, Students attendance report, etc.

Post-Examination Processing: Assessor and moderator appointment and delivery letters, Assessment tracking system, Result processing, Ledger printing, Result declaration and publication, Revaluation photocopy and emailing to concern applicant, etc.

Certificates Generation and Digital Delivery: Issuance of Mark-sheet, Transcript, Migration, Transfer certificate, Eligibility certificate, etc.

Ph.D. Cell:

The dedicated Ph.D. cell is fully computerized. Aspiring students can seek information about the vacancies at different research centers and desired supervisors, online. The Ph.D. Entrance Test (PET) is conducted in online mode since 2012 and Ph.D. registration forms are also available online.

PhD. Evaluation Processing: The scholar can access status of their thesis evaluation on a web portal developed for the purpose. Also, Android and IOS based Apps have been made available in this regard. Ph.D. notifications are also issued online at each month end.

On screen valuation was started from winter 2015 examinations. A scanning center having 128 operators and a capacity to scan 28000 answer sheets per day has been established. A dedicated valuation center is also established to accommodate 2,356 valuers. Appropriate security measures are put in place at both the centers. The center processes 8 Lakh answer sheets per academic session.

From the year 2018, the University has been providing degrees in dematerialized form in association with NSDL.

The students can apply, online, for duplicate mark sheets, duplicate degree, eligibility certificate, migration certificate, transcripts, mark sheet verification, degree verification, change in name, provisional result, merit certificate, declaration of withheld result and certificate of date of result and retotaling.

The University has established a dedicated Student Facilitation Centre, where they can register their grievances that are then keyed into the student grievance system. Integration of MIS of all these systems has made it possible for the University's top authorities to access any of the required information.

In short, there is almost complete computerization of the examination related work of the university. On one hand this has helped strengthen the confidentiality and consequent credibility of examination and on the other hand it has made life of the learner and the administrator hassle free.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

The University, through its relevant authorities, has defined the Program Outcomes (POs) for all the PGg Programs offered by various PGTDs of the University. The program outcomes have been defined on the basis of the guidelines regarding Graduate Attributes (GAs) prescribed by concerned apex bodies of higher education such as UGC, AICTE, PCI, etc. These POs have both, the domain/program specific outcomes (PSOs) and the domain independent outcomes.

In order to attain these outcomes, the Board of Studies for various subjects have defined the Course Outcomes (COs) for all the courses covered under these programs. Since the Board of Studies have representation of teachers, subject experts, industry practitioners and professionals, the Course Outcomes could be defined in more effective way. The revised version of Bloom's Taxonomy has been referred to by various Boards of Studies while defining the COs using action verbs.

Communicating the POs and COs

The University has a strong belief that every stakeholder, in general, and every student and teacher, in particular, is required to know and understand the course outcomes and hence a structured mechanism is followed by the University in this regard.

1. *Website*

Website is accessible to all stake holders (students, faculty members, employers, university and parents). Hence it is the most effective platform to publish the course outcomes. Many students access the website of the University before taking admission to find out the details of the program and courses taught therein. The availability of course outcomes on website facilitates the students to relate her/his career objectives with program and course outcomes.

1. *Induction Program*

Every Post-Graduate Teaching Department (PGTD) of the University organizes a well planned induction program for every batch of incoming students in an interesting and innovative manner. The Program Outcomes and Course Outcomes of the particular program are communicated to the participants during induction program. With the advent of technology and in the interest of environment, these PGTDs have stopped printing of Induction Handbook and for the past two years it is being provided to students in a digital form.

1. *Library*

A copy of COs for all the courses is also available in the library, for students to refer.

1. *Classroom Discussion*

Every teacher is required to prepare her/his teaching plan for the complete course in line with the COs.The course teacher explains the COs to students in the introductory lecture so that the students understand the importance of studying a particular course and know the changes in knowledge/skill level it is expected to bring about. Effectiveness of teaching-learning is thus ensured.

Outcomes and Evaluation

The evaluation of students is done in two ways –(1) End Session Examination conducted by the University (80% weight) and (2) Internal Assessment conducted by the concerned PGTD (20% weight). It is ensured that the questions asked in the end session examination are framed in such a way that they are able to assess the attainment of prescribed COs.

File Description	Document
Paste link for Additional Information	[View Document](#)

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

The University has an established mechanism for measurement of attainment levels of Course Outcomes and Program Outcomes. Target levels and Attainment levels are set for all POs and gaps are identified. The required corrective actions for improvement are identified for each of these POs and are implemented within the mentioned time frame.

All the PGTDs of the University follow identical assessment pattern, which comprises of 80% marks allocation to University End Session Examination and 20% to Internal Assessment (to be conducted by the PGTD). Total marks scored by a student in a particular course are considered for measurement of attainment of Course Outcomes.

Attainment of Course Outcomes:

The criteria taken into consideration for attainment of outcomes take into account two factors – (1) the percent marks scored by a student in a particular course and (2) the average marks scored by students in last three examinations. The degree of attainment is defined at three different levels, mentioned hereunder:

Level I – If 40 – 49% of appeared students score more than the average marks (average of last 3 years), then the attainment is said to be achieved at level I.

Level II – If 50 – 59% of appeared students score more than the average marks, then the attainment is said to be achieved at level II.

Level III – If 60% or more appeared students score more than the average marks, then the attainment is said to be achieved at level III.

PGTDs have been given autonomy to decide the target attainment levels for courses offered by them. However, most of the courses have level -2 as a target attainment level.

Attainment of Program Outcomes:

The University adopts a combination of direct and indirect approaches for measurement of attainment of program outcomes. The direct measurement is done on the basis of average attainment level of course outcomes for all courses covered in the program. The indirect measurement is carried out on the basis of the structured feedback obtained from students, teachers, and alumni and in some cases employers of the students (after 3 years of graduation) is also proposed.

The direct approach of measurement i.e. aggregate of attainment of COs is assigned a weight of 75% while the indirect approach i.e. feedback obtained from various stakeholders is assigned a weight of 25%, while

measuring the attainment level of POs. The feedback is obtained on a five point scale and the average rating obtained is given the assigned weight.

Attainment levels for attainment of PSOs/POs

Level	Parameter	Remark	
1	Score of less than or equal to 1	Below Expectations	
2	Score of greater than 1 but less than or equal to 2	Meeting the Expectations	
3	Score of greater than 2 but less than or equal to 3	Exceeding the Expectations	

Corrective Actions

In a case where the course outcome is not attained, the teachers are asked to identify the gap and are advised to provide remedial coaching to the students in order to facilitate them in attaining the outcomes.

File Description	Document
Upload any additional information	[View Document](#)

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 93.6

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1184

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 1265

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

RTM Nagpur University is committed to promote research culture by encouraging research initiatives in life sciences, physical, chemical, mathematical sciences and humanities. The prime objective is to address global, national and regional challenges by conducting relevant and quality research. The core intention of research policy of RTMNU is (i) to create positive and healthy environment for research, (ii) to guarantee faculties and Research scholars and students certain degree of freedom and (iii) to channelize research activities on one platform.

Few Key features of the policy are:

- Support and motivate faculty and students to develop and enhance research potential by organizing and participating national and international conferences, seminar, symposia, faculty development programmes and workshops.
- Foster a culture of innovation and outcome based research.
- Provide flexible infrastructural facilities for research.
- Encourage and facilitate research collaborations within different Institutes of the University along with reputed institutes, Universities and research organization both in India and abroad.
- Enhance overall research funding – extramural and intramural
- Promote entrepreneurship culture amongst students. Translate new knowledge, innovations and technologies and tools emerging out of research conduct into products and processes for commercialization or societal benefit.

- To realize this, university has its own well-defined Research policy.

Expansion of existing policy

- Facilitate increase in financial support from external sources like government funding bodies, industries and national and international funding agencies.
- Enhanced seed money for newly appointed faculty in RTM Nagpur University
- Create roadmap for Research and development in University.
- Provide financial support to sharpen research skill of the faculties and students continuously by organizing hands-on workshop on: research methodology, writing research proposal, writing good publications, ethical practices in research.
- Up gradation of central instrumentation facilities/ departmental central Research facility.
- Create Separate Research portal on university website and continuous upgradation after every six month.
- Travel grant support for faculties and students to participate in conference, Seminar workshop.

Incentives for Research

1. **Regular appreciation of University faculty** in the form of Certificate of Recognition is given on the basis of excellence in Research including publications, extramural grant, patents, collaboration with industry, other recognition etc.
2. **Best young Scientist Award for Research Scholars** in the form of Certificates of appreciation is instituted for the student showing exceptional performance in research.
3. Special research grant may be sanctioned for exceptional research performance, filling patent and technology transfer to industry.
4. Financial support to outcome based research on regional/rural development.
5. Support for Eminent visitors from renowned institutions in India to deliver talk or series of lectures.

File Description	Document
Any additional information	[View Document]
URL of Policy document on promotion of research uploaded on website	[View Document]

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 44.86

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
0	23.6	46.3	62.5	91.9

File Description	Document
Institutional data in prescribed format	[View Document]
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View Document]

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

Response: 4.06

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	10	4	7	7

File Description	Document
Institutional data in prescribed format	[View Document]
e-copies of the award letters of the teachers	[View Document]

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 47

3.1.4.1 **The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
6	6	10	7	18

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

3.1.5 Institution has the following facilities to support research

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	
Paste link of videos and geotagged photographs	

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 8.7

3.1.6.1 **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Response: 4

File Description	Document
Institutional data in prescribed format	
e-version of departmental recognition award letters	

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 321.93

3.2.1.1 **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0.70	0	0	321.23

File Description	Document
Institutional data in prescribed format	
e-copies of the grant award letters for research projects sponsored by non-government	

3.2.2 Grants for research projects sponsored by the government agencies during the last five years

(INR in Lakhs).

Response: 531.81

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
2.13	218	98.99	58.14	154.55

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for research projects sponsored by government	[View Document](#)

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 0.84

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

Response: 27

3.2.3.2 **Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 161

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

The institute has created an appropriate ecosystem for Research and Innovation and has taken initiatives for creation & dissemination of knowledge by establishing state of the art research infrastructure and

associated activities. The specially intended initiatives are:

1. **Strengthening of Research Infrastructure:**

- Research infrastructure in the University undergoes a constant renewal and upgradation in order to serve the ever changing needs of research.
- During last-five years, the University has made an investment of **Rs 53.5 crore** in modernizing laboratory space, air-conditioning of laboratory, installing LED lighting and fire safety measures. Upgradations of computer networking, server system and high speed internet has been a regular feature in the University.
- Multi facility centre is under construction for which the funds of Rs. 20 crore were provided by RUSA. This shall also include the availability of new space with all modern infrastructures for multidisciplinary research in emerging areas.

- The major support programme of nodal agencies mainly DST-FIST, UGC-SAP, SERB, DRDO, CSIR, DBT, RUSA are being run in almost every science department of the university. Major Research equipments and facilities are developed from the funding facilitate advanced research in university. The Research equipments and infrastructure of RTMNU is comparable to best research facilities in the world.

2. Protection and transfer of knowledge

- An Intellectual Property Rights (IPR) cell has been established by the university. The IPR cell regularly conducts awareness programmes for faculty, students and research scholars on patents, copyrights, trademarks and other areas related to IPR.
- The University has grown protected medicinal plants and herbal plants, where students get experimental learning opportunities.
- University conducts regular hand-on-training on advance research instrumentations and related data interpretations techniques and softwares.

3. Startup Initiatives

University has started an incubation center, whereby it promotes startup activities by giving in-house training to students aiming at entrepreneurship. Maharashtra State Innovation Society (MSInS) has sanctioned a grant for this center for'infrastructure and seed funding' to the tune of Rs.5Crore, which is to be disbursed in next five years. Besides this, the University has also a made provision of Rs.60 Lakhs in budget in the current year and Rs.1.2 Crore for the next financial year. This grant is planned to be used for the development of 'Fabrication Lab'. Nagpur Municipal Corporation (NMC), in collaboration with the RTM Nagpur University, has organized a Mayor Innovation Award to promote innovation in the society. The finalist will be getting a chance to incubate her/his idea and develop it into an entrepreneurial project at the RTM Nagpur University's Incubation Center.

File Description	Document
Upload any additional information	[View Document](#)

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 82

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
10	24	24	12	12

File Description	Document
Institutional data in prescribed format	[View Document]()

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 49

3.3.3.1 **Total number of awards / recognitions received for *research /* innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
5	21	6	10	7

File Description	Document
Institutional data in prescribed format	[View Document]()
e- copies of award letters	[View Document]()

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website

Response: B.. 3 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
e- copies of the letters of awards	[View Document](#)
Any additional information	[View Document](#)

3.4.3 Number of Patents published / awarded during the last five years.

Response: 23

3.4.3.1 **Total number of Patents published / awarded year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
8	10	0	2	3

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 3.75

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 532

3.4.4.2 **Number of teachers recognized as guides during the last five years**

Response: 142

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

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

Response: 8.26

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

2019-20	2018-19	2017-18	2016-17	2015-16
226	216	296	204	238

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

3.4.6 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: 2.44

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

2019-20	2018-19	2017-18	2016-17	2015-16
26	80	66	70	106

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Response: B. Any 4 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Give links or upload document of e-content developed	[View Document](#)

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response:

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response:

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

RTM Nagpur University has a consultancy policy since 1977 to promote the use of its infrastructural and intellectual resources for serving external organizations, agencies and individuals.

The objectives of the policy are :

(i) To ensure easy accessibility of university's sophisticated research resources to teachers, technical staff, research scholars and students;

(ii) To Expose the concerned stakeholders with advanced technology to get valuable experience;

(iii) To foster linkages with industries and external organizations; and

(iv)To generate revenue from the available research resources to compensate maintenance expenses and encourage faculty members for consultancy.

The policy provides guidelines to streamline and enable all consultancy services offered by the RTM Nagpur University, Nagpur.

- **Activities covered under the consultancy services of RTMNU:**
  - Experimental data generation and analysis of samples received from researchers working in University, affiliated colleges, research institutions and industries.
  - Initiate, encourage and provide expertise for advanced level research in high priority areas.
  - Organize a pool of experts from various scientific disciplines and make them available for research related interactions.
  - Conduct specialized training workshops for scientific and technical personnel for up-keeping, maintenance and essential servicing of instruments.
  - Provide common platform for organizing short-term courses and workshops on sophisticated instruments as well as imparting hands-on training to research scholars, teachers, students and personnel from other laboratories, universities and industries.
  - Contribute in teaching of formal courses on instrumentation conducted by other departments/agencies.

Type of consultancy

a. University Research Consultancy

- A Research Consultancy, where an academic staff member of the University is engaged in providing research skills and experimental expertise by using university research infrastructure in return for remuneration from an external funding agency/industry.
- Sharing valuable infrastructural and intellectual resources such as routine laboratory and other testing of materials, devices, products or produce; analysis of data; surveys including market and opinion surveys; quality control audits; field trials and the provision of professional advice

including possible expert witness advice.

- This would include, but not limited to, providing solutions of the prevailing problems of the Industry / Institution, guidance for establishment of R & D unit, guidance for initiation of new research programme / strengthening existing research programme, etc.

b. University Functional Consultancy

- Participation in fee-paying non-award courses, and community service activity undertaken by members of staff for charity, community or public purposes.
- Guidance for drafting research proposals, IPR awareness etc, guidance for quality enhancement in teaching learning process and research & development, arranging special training sessions for academic institutions / industries /corporate sector.

File Description	Document
Upload soft copy of the Consultancy Policy	[View Document](#)
Paste URL of the consultancy policy document	[View Document](#)

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 34.37

3.5.2.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
4.27	1.29	1.44	1.55	25.82

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy	[View Document](#)
Any additional information	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

In alignment with its mission, and following the primary teachings of Rashtrasant Tukadoji Maharaj, the R T M Nagpur University has always been instrumental in carrying out extension activities. This has always facilitated the University in sensitizing students and ensuring their holistic development. At R T M Nagpur University, National Service Scheme (NSS) is the primary vehicle to plan and execute its extension activities.

Main aim of the NSS is to provide opportunities to the College going youths for their personality development through community services and motto of the NSS is "Not Me But You".

1. **Regular Activities**

Under regular activities, NSS Cell of the University conducted different kinds of extension activities for sensitizing the community through sensitizing the NSS volunteers (Students) on various social issues. Activities conducted were at two levels i.e. college level and district/ University level. Few of the prominent regular activities include Voter Awareness Programmes, streetplays, drama competitions & Rallies, Save Water Rally, Road Safety Programme, Run for Unity, Workshop on Life Skill Development and Career Counselling, Save Food Campaign, Voters Day, State level Road Safety Award Ceremony, Nirbhaya Security of Girl Child Campaign (Self Defence Training), Clean India Workshop, School Dropout Survey, International Yoga Day, Organ Donation Campaign, Vriksha Dindi, Vyasan mukti Railly, Clean India Week, Sadbhavana Week, Save Water, Aids Awareness Programme, Cashless India, Water RUN, Marathi Bhasha Gaurav Din, Malaria & Filaria Control Programme, Dengu Pledge, Say No to Plastic Programme, Mock drill on Disaster etc. in the nearby communities of the university and its affiliated colleges.

2.**Special Camps**

Under Special camps university conducted College Level Special Camps on different themes like, Shramdaan (Chek-Dam Construction, Road Construction), Swachha Bharat Abhiyan, Youth for Community Development, Youth for Unity and Integrity, Eradication of Superstition etc. All these activities were conducted in collaboration with other departments of the University, Government agencies like district collectorate, Zilla Parishads, Panchayat Samiti, Gram Panchayats, Police Commissionerate, Health Department, Municipal Corporations, Municipal Councils and Non-Government Organizations like, Gayatri Pariwar, Pathfinders Charitable Trust, Indian Development Foundation, Maharashtra Officers Forum, Stree Shakti Sanghatan etc.

These activities have direct and indirect impact on the lives of participating students, teachers and the community people. Direct impact is seen on the participating volunteers and teachers as they got opportunities and platform to exhibit their talents and to enhance their knowledge, skills and develop proper attitude towards the society leading towards change in their personalities. Indirect impact can be seen on the common man/ community people as they become aware various social/community issues and were able to control and solve their problems on their own. It is seen that students associated with NSS are away from tobacco consumption, increase in voting percentage, cleanliness in the premises of the camps organised and the villages. It is also seen that most of the villages awarded with district, state level awards for cleanliness and tanta mukti are adopted by the university and affiliated colleges. NSS volunteers functioned as a change agent through extension activities conducted by the University.

File Description	Document
Upload any additional information	View Document

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 14

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	2	3	6

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs).

Response: 119

3.6.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc. (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs) year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
29	27	7	27	29

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 75.79

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
5345	3037	712	2571	648

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.7 Collaboration

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

Response: 23.2

3.7.1.1 **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
22	30	28	17	19

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copies of collaboration	[View Document](#)

3.7.2 Number of functional MoUs 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: 32

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	5	5	9	6

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the MoUs with institution/ industry	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Rashtrasant Tukadoji Maharaj Nagpur University was established on 4th August, 1923. Presently, the University comprises of thirty-nine Post-Graduate Teaching Departments (PGTD), three Constituent Colleges/Institutions (Law College, Laxminarayan Institute of Technology and College of Education). More than 500 colleges are affiliated to the University. The Departments and conducted college/Institution buildings are spread over in 7 campuses with an overall area of 327 acres. Several undergraduate, post-graduate and doctoral programs, under various faculties, are run through the above-mentioned PGTD, Conducted Colleges and Affiliated Colleges.

With all the departments put together, the University has 25 moderate capacity seminar halls. There is an auditorium of around 400 seating capacity (Gurunanak Bhavan in the University's LIT Campus), an auditorium of around 250 seating capacity in the Pharmacy Department in Amravati Road Campus premises, a big hall for the cultural event in the LIT premises, a convocation hall in the administrative building and two big halls at Law College and Gandhian Thoughts Department, respectively. There are more than 240 classrooms, of which, majority possess LCD projector facility to aid the teaching process. In addition, there are seven smart classrooms with interactive board facility and one virtual class room at LIT campus.

The University also runs a diploma course in Robotics, in association with the Oberoi Robotics Center, and possess three robotics laboratories in the Amravati Road Campus premises. The University has a centralized instrumentation facility, wherein the following instrumentation is available: LCMS, GCMS, TGA-DTA, XRD and Leaf Analyser. Apart from this, various other instrumentation facilities are available at various departments, namely, BET surface area analyser, LCMS-MS, Gamma Irradiation Facility DSA, Rheological Analysis, Vapor Pressure Osmometric Analysis, Electrical Conductivity Analysis, SEM, EDAX analysis, HPLC, UV-Vis Spectrophotometers, etc., which are unique facilities with the University, in the entire Central India region.

The University has two major state of the art libraries - one is at Ramdaspeth, Nagpur and the other is in the Amravati Road University Campus. Dr.V.B.Kolte, alias Bhausaheb Kolte Knowledge Resource Centre, North Ambazari Road, Ramdaspeth, Nagpur, has a building with two floors with a total floor area of 57,480 sq.ft. and it provides a stacking capacity (in 4 tiers) to hold approximately 3,50,000 volumes and accommodate 250 students in its reading rooms. The Knowledge Resource Centre, University Campus (Campus Library) is a branch of the University Knowledge Resource Centre and is named as 'P.V. Narsimharao Granthalaya Bhavan'. A Large number of volumes and an entire manuscript section was transferred to this Knowledge Resource Centre, University Campus. Besides this, there are various departmental libraries also. The University's main Knowledge Resource Centre (KRC) procures books for

both Knowledge Resource Centre, University Campus and departmental libraries. KRC has taken membership of Sugamya Pustakalaya, an online library for blind and print disabled. To avail the facility of Sugamya Pustakalaya, the intending users need to visit either the KRC situated at Ramdaspeth, Nagpur, or University Campus, Amravati Road, Nagpur, with their disability certificate.

File Description	Document
Upload any additional information	View Document

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

Response:

The university has a sports complex spread over 7 acres of land. The sports complex has facilities to train sportspersons in several outdoor and indoor sports, with proper facilities like illumination with flood lights, etc.. These facilities are also utilized to organize sports competitions. Similarly, the university has an auditorium to organize the cultural events.

- **Outdoor facility**
  - **Atheletics**
    - The University sports complex has 8 laned Standard Cinder atheletics track with flood-lit facility to organize races. This would soon be upgraded with a synthetic track facility.
    - Additionally, the facility includes High jump pit, Javelin throw sector, Pole vault field, Shot put sector and Discuss throw sector.
  - **Football**- The University sports complex has a standard grass Football ground to train budding players and to organize matches.
  - **Basket ball**- The university has 2 basket ball courts with flood-lit facility. University runs a full time coaching under sports Authority of India (SAI) Training Centre.
  - **Volley ball**- The university also has two Volleyball courts with flood-lit facility.
  - **Kabaddi and Kho-kho**- With a commitment to popularize indigenous/local games, the University has developed and maintains two grounds for kabaddi and kho-kho(one each). This has resulted in attracting students towards idengenious sports.
  - **Multipurpose facility**- The University sports complex also has a huge ground to organize sporting events for Handball, Baseball, Softball, Netball and Korfball.
  - **Other playgrounds**- The University campus on Amravati road has three more playgrounds. These are used by students of the teaching departments of campus to play at leisure and during annual days. Similarly, each hostel in the university also has a play ground for the inmates to play.
- **Indoor facility**
  - **Badminton-**The complex has a hall with 4 wooden badminton courts.
  - **Gymnasium**- The indoor facility has a multipurpose gymnasium.
- **Yoga**-Yoga sessions are conducted for awareness, self-regulation, spiritual development and higher consciousness of individuals, at the Department of Gandhian thoughts.
- **Cultural activities**

Guru Nanak Bhavan is a complex that houses the University auditorium. It is used for conducting cultural events and competitions. The Students Welfare Cell of the University organizes 'Yuvarang', an annual cultural extravaganza, here, the students from various university departments and affiliated colleges participate.

- **Accomodation**

The university has a sports hostel for girls participating in various competitions.

- **Sharing of facility**- The University shares its sports facility with schools, colleges and Sports federations to train their players and to organize sporting events.

Sports areas

Sr. No.	Facility	Size (sq. mt.)	Number of players using the facility	
1.	Athletics Track	4419.22	500	
2.	Football Ground	8348.03	150	
3.	Multipurpose Gymnasium Hall	829.24	100	
4.	Basketball Ground	2551.12	100	
5.	Ground for Multipurpose Activities	11598.51	200	
6.	Sports Hostel	374.11	300	
7.	Indoor Badminton Hall	921.09	200	

University has always encouraged cultural, sporting and extracurricular talent of itsstudents. As a result, it regularly organizes various cultural events and youth festivals, at State and University level. Many students of RTM Nagpur University have excelled in various National level competitions during last five years.

File Description	Document
Geotagged pictures	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

The Departments and institutions of RTMNU are spread across many campuses in and around the city. These campuses are geographically located at a convenient distance of less than 5 -7 km distance from the airports, railway stations & bus depot. The RTMNU campus provides an effective ambience for curricular, extra-curricular and administrative activities. **National Heritage Building:**

The University's administrative campus is located at the heart of the city. This campus has the University's age old proud building which has been recognised as a National Heritage Building. The building has a proud 'Convocation Hall' which has been earlier used for convocation of graduates and

now hosts the meetings of Senate, Academic Council, etc.

Green Campus: The campus of RTMNU is the reflection of preservation of biodiversity and protection of environment. RTMNU promotes plastic free campus and encourages use of cycle within the campus. Campus is spacious having ample of parking space, multiple playgrounds & well maintained gardens.

Residential Facility: RTMNU provides 40 residential homes for its employees. Three boys' hostels having 785 accommodation capacity and one girls' hostel having accommodation capacity of 291 students. The Nelson Mandela hostel is exclusively meant for foreign students.

Health & Hygiene: Health Care Centre having medical officers and supporting staff provide facilities to both teachers & students. All departments are equipped with first aid facility and in some sanitary pad vending machines are also installed. RTMNU has a well-equipped gymnasium, sports complex for promoting fitness in its students, employees & their families.

Administrative Infrastructure: Separate premises and building is available for examination section. Separate departments like Finance & Audit, store, development section**,** BIIL, Printing Press and Engineering Section are available within the campus.

Public Utility Services: Bank of India RTMNU campus branch, Indian Postal Services office branch, Aadhar Kendra like utility service offices are functioning within RTMNU's Amravati Road campus for its stakeholders.

Food & Water: There is one common canteen at academic premises and multiple snacks vending machines are installed in various departments. Every department has water filter coolers which are providing clean & potable water to all.

Connectivity: All departments are well connected with each other as well as with the administrative and examination buildings through good quality roads and pathways which are completely disabled friendly.

Reading & Learning: RTMNU provides 24*7 reading room for its students. It has one digital library and one main library along with departmental libraries (these are functional in every department). The university also runs hobby centres for its students & employees. All India Radio's programme "GYANWANI" is transmitted from the RTMNU campus.

Safety & Security: Whole premises of RTMNU are under CCTV surveillance and are 24*7 guarded by multiple security guards at every location. The campus does have required number of lights inside and outside the departments, on the roadways and footpath so as to have vigilance during night.

Spiritual Practices: Rashtrasant Tukadoji Maharaj Adhyasan Kendra daily performs Prayers called *"Vandana"* both in the morning and evening. The centre also provides facility for performing YOGA to all its stakeholders.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 7.8

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
2823.63	2624.37	2093.89	1664.97	524.08

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

Nagpur University Library, recently renamed as "Knowledge Resource Centre" by the Maharashtra Public University Act, 2016 started its automation in 1996 using Integrated Library Management System called LIBSYS on Unix platform. Since then, the Library has computerized all its housekeeping operations like Acquisition, Accessing, Cataloguing, Serial Control, Reports, Enquires, etc. while also introduced IT based services like OPAC, WebOPAC, Internet, e-Resource, SMS Alerts, emails, etc. All efforts have been taken to continuously update the services and upgrade the hardware and software along with necessary networking infrastructure. A brief description of Automation of Library is given below:

1. **Creation of Bibliographic database of Library**: More than 4 lakh bibliographic records have been created using ILMS which contains entire collection of the library.
2. **OPAC/WebOPAC:** All library collection including books, Journals (Bound volumes & Currents Journals), Theses, Reports, Conference proceeding, etc. have been made available on the OPAC and Web OPAC.
3. **Interconnection:** There are two libraries under University library, namely, Dr. V. B. alias Bhausaheb Kolte Library and Campus Library which are 5 Km apart. Both Libraries are connected on WAN and have access to Web based ILMS.
4. **Internet and NKN:**   The library has installed 1 GBPS Link under NMEICT and NKN has also been commissioned in 2011. Access to high Speed 1 GBPS Internet Link is available in the

Library.

5. **e-Resource**: The library has an access to more than seven thousand Full Text e-Journals and 4 e-Database accessible under e-Shodhsindhu.

6. **Department access:** All the departments are connected to the library over Campus LAN installed under NMEICT.

7. **Remote Login:** "Remote Login" facility is given to all the research students and faculty to remotely access licensed e-resources.

8. **RFID technology** is implemented in the library.

9. "**Shodhganga"** scheme is being implemented in the university and the library is using URKUND anti-plagiarism software for checking PhD Theses and research papers.

10. **Programmes:** Regular user Orientation and User Awareness Programmes are conducted in the library.

11. **e-Resource Labs:** Three labs have been established in the University Library, Viz. (a) e-Resource lab for PG Students in Campus Library (b) e-Resource Lab for Research Scholars & Faculty in Campus Library and (c) e-Resource Lab for students in Dr. V. B. alias Bhausaheb Kolte library. Each lab is equipped with around 45 computers, Printers, Scanners, 1GBPS Internet Link and e-Resource including Full Text e-Journals and e-Books.

12. University Library has purchased and made **e-Books, e-Journals and e-databases** available to its users.

13. Around **22,239 number of users** have used automated Library services during June 2018 – June 2019.

File Description	Document
Upload any additional information	[View Document](#)

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: 74.72

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
59.40	53.54	63.77	152.04	44.87

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

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

Response: 8.53

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

Response: 303

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	[View Document](#)

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 60.25

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 97

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

MPU Act, 2016, governs the University, which has a provision of Board of Information Technology under section 49 and 50 defining its roles and responsibilities. In order to ensure the effective functioning of the Board of Information Technology and to provide uninterrupted IT services to its stakeholders, the University has an established IT policy.

Purpose of the IT Policy

- Basically, the University IT policy exists to maintain, secure, and ensure legal and appropriate use of Information technology infrastructure established by the University in the campus.
- This policy establishes University-wide strategies and responsibilities for protecting the Confidentiality, Integrity, and Availability of the information assets that are accessed, created, managed, and/or controlled by the University.
- Information assets addressed by the policy include data, information systems, computers, network devices, intellectual property, as well as documents and verbally communicated information.

Scope and Coverage of the IT Policy

It is an established fact that with the advent of technological developments, the effectiveness of any higher education institution is reflected in its IT infrastructure. Hence, the RTMNU has ensured that a wide variety of IT related infrastructure and services are covered under its IT policy. The primary areas that are covered under the policy are –

- IT Hardware Installation
- Software Installation and Licensing
- Usage of Network (Intranet & Internet)
- Usage of Email Accounts
- Website Hosting
- Usage of University Database

It may be noted that university IT Policy applies to technology administered by the university, centrally or by the individual departments, to information services provided by the university administration, or by the individual departments, or by individuals of the university community, or by authorized resident or non-resident visitors on their own hardware connected to the university network. This IT policy also applies to the resources administered by the central administrative departments such as Library, Computer Centers, Laboratories, Offices of the university recognized Associations/Unions, or hostels and guest houses, or residences wherever the network facility was provided by the university.

Key Provisions of the IT Policy

- Procurement of Hardware and Software: The policy mandates for an appropriate budgetary provision for procurement in consultation with the Board of Information Technology.
- Upgradation of IT Infrastructure: The policy has a clearly defined mechanism for upgradation of the IT infrastructure of the University. However, the proposals for such upgradation are required to be endorsed by the Board of Information Technology.
- Usage of the IT Facilities: The policy has clearly defined the users of its IT infrastructure and the purposes for which this infrastructure can be used. Procedures for sharing of resources are also

clearly defined in the policy.

- Warranty & Annual Maintenance Contract: Computers purchased by any Section/Department/Project should preferably be with 3-year on-site comprehensive warranty. After the expiry of warranty, computers should be under annual maintenance contract. Such maintenance should include OS re-installation and checking virus related problems also.
- Non-Compliance: In case, any of the user/stakeholder is reported/found to be non-compliant with the provisions of this policy, he/she shall be held responsible as per the provisions of this policy.

File Description	Document
Paste link for additional information	[View Document]()

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

Response: 5:1

File Description	Document
Upload any additional information	[View Document]()
Student – computer ratio	[View Document]()

4.3.4 Available bandwidth of internet connection in the Institution   (Leased line)

Response: A. ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document]()

4.3.5 Institution has the following Facilities for e-content development

  1. Media centre
  2. Audio visual centre
  3. Lecture Capturing System(LCS)
  4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document]()
Institutional data in prescribed format	[View Document]()

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 3.75

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

2019-20	2018-19	2017-18	2016-17	2015-16
845.10	941.42	737.87	714.95	1092.13

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response:

The R T M Nagpur University has specific departments to maintain and utilise its physical, academic and support facilities.

- The maintenance and upkeep of infrastructure facilities in the University is looked after by the Estate Officer. He monitors the housekeeping work of campus premises including office premises, classrooms, auditorium, quarters, hostels, etc. and also takes care of the campus beautification.
- The maintenance of equipment like generator sets, general illumination, power distribution system, solar panels etc. and also maintenance of equipment for water pumping plants, sewage, etc., are undertaken as per the preventive maintenance schedules in accordance with guidelines provided by the equipment supplier.
- Surveillance and CCTV cameras and other security equipment are maintained by IT department through the equipment providers.
- Teaching aids such as LCD Projectors, PA systems, laptops, desktops, printers, Wi-Fi, etc., are maintained by respective departments.
- Fire fighting equipment in various blocks, classrooms, laboratories, hostels, offices, etc., are maintained.
- University vehicles (viz. Cars, Tractors, Jeeps, Tempo, etc.) are maintained by the transport department of the University.

Civil & Electrical Maintenance:

Executive Engineer of the University carries out the civil and electrical maintenance work, supported by his team of Assistant Engineer (Civil) and Jr. Engineer (Electrical). The civil and electrical maintenance of the entire campus is monitored and executed by the Executive Engineer.

Laboratory Equipment:

Equipment and machinery in various laboratories of the University and its departments are maintained by the Laboratory In-charge under advice of Head of Department. Inter Institutional Computer Centre receives support for computers, software and UPS maintenance from a Technical Cell, headed by Library Science Department. This provides integrated IT services for smooth running of IT related equipment and website upgradation of the University.

Library:

RTM Nagpur University's Knowledge Resource Centre is headed by a Director, who is supported by Dy. Librarian, Information Scientist, Assistant Librarian, Library Assistant and Library Attendants. All assistance for searching and lending of books and knowledge resources in the library is done by the concerned staff for facilitating students and employees.

Health Centre:

Health Centre of the University is headed by a Medical Officer, a pharmacist, a Clerk and other paramedical staff. Free medical treatment and free medicines are provided to students of the University. Requirements of University employees, sporting activities and emergency medical aid to students is provided, round the clock, through the Health Centre.

Sports:

The Sports Wing is headed by Students Welfare Department, which is supported by few Sub-Committees. Sports facility of all kind, including 400 Mt cinder track, play grounds for Khokho, Kabaddi, Volleyball, Handball, Football, Hockey and Cricket, indoor halls for Table Tennis,courts for Basketball and Tennis, international standard Badminton courts, Sports gallery around the sports pavilion, Basketball pavilion, flood lit courts, swimming pool and multipurpose gymnasium are shared among all desirous players from various departments of the University.

Maintenance and repairs expenses are incurred and accounted for as per accounting code of Maharashtra Public Universities Act. Accordingly, maintenance and repairs expenses of less than Rs.5,000/- are made by the Head of respective department/section, expenses between Rs.5,000/- and Rs.3,00,000/- are done by inviting quotations and for expenses of more than Rs.3,00,000/- e-tendering process is followed.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 28.83

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) year wise during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

2019-20	2018-19	2017-18	2016-17	2015-16
1286	995	513	1082	692

File Description	Document
Institutional data in prescribed format	[View Document]

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

Response: 26.56

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

2019-20	2018-19	2017-18	2016-17	2015-16
45	377	100	2392	1028

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

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

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

Response: 35.9

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

2019-20	2018-19	2017-18	2016-17	2015-16
54	104	68	42	69

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

2019-20	2018-19	2017-18	2016-17	2015-16
213	205	170	155	190

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document

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

Response: 3.98

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

2019-20	2018-19	2017-18	2016-17	2015-16
53	77	34	54	27

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 11.62

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 147

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 185

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

2019-20	2018-19	2017-18	2016-17	2015-16
25	37	29	47	47

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

As per the Maharashtra Public University Act 2016, section 72(10) and Section 99 (10), formation of Student Council is compulsory before the 30th September of every Academic Calendar year. The University has an active Student Council which is constituted according to the provisions made in the MPU Act. The Student Council is a very active body of students, as can be gauged from the following functions it performs:

Functions of Students Council:

1. to look after the welfare of students;
2. to promote and coordinate the extracurricular activities of different students' associations and committees which are constituted at the university level, like Art Circle, Gymkhana Committee, Elocution and Debate Committee, Literary Committee, etc.;
3. to promote democratic outlook, civic sense and spirit of oneness amongst students;
4. to inculcate a sense of moral and humanitarian values and nationalism among students;
5. to promote sense of belonging and commitment to betterment of society and State;
6. to promote and maintain discipline among students on campus;
7. to organize various activities for promoting cultural, social and personality development of the students;
8. to proactively assist in resolving difficulties and grievances of the students within its jurisdiction;
9. to suggest innovative ideas and schemes for students' welfare to respective competent authorities;
10. to contribute in developing goodwill and perception about the University/ college/ institution in the society;
11. to suggest to the administration of the University/college/institution about appropriate steps to be taken regarding discipline, security and safety issues of students;
12. to suggest appropriate measures for elevating quality and excellence in

education;

13. to promote more participation of students in different events such as sports, culture and other outreach programmes;
14. to strive for provision of the basic amenities and facilities to the students;
15. to assist in the process of framing and implementation of different types of feedback mechanisms;
16. to prepare the annual report of activities of the Student Council and submit the same to Principal/Director/Pro-Vice-Chancellor, as the case may be, with a copy to the Board of Students' Development of the University;
17. to perform such other functions and duties as may be assigned to it by the Principal/ Director/ Pro-Vice-Chancellor, as the case may be, from time to time.

Role of Student Council in academic and administrative bodies:

The Student Council is a vibrant body of students and plays a decisive role in a variety of matters of the University. There is direct representation of students on important bodies including the academic & administrative bodies/committees of R.T.M Nagpur University. The elected President and Secretary of the Student Council become the ex-officio members of following statutory bodies of the university.

1. The Senate
2. The Management Council
3. The Board of Students' Development
4. The Board of Sports & Physical Education
5. Students' Development Cell.

The Student Council is not only instrumental but plays a vital role in organizing Youth Festivals such as Indradhanushya, Avishkaar and Avhaan, which mobilises students from various colleges, institutions and departments of the University.

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 34.6

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
34	40	30	36	33

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

RTM Nagpur University has a registered Alumni Association bearing Registration No. **MH-692/14(N)** dated **23rd August 2014**. The University has a strong base of Alumni and close link between the Alumni, staff and students. There is a wide list of RTMNU alumni who have given valuable contribution in Nation Building. Few of them are Late Justice Mohammad Hidayatullah, Former Vice-president of India, Late P V Narasimha Rao, Former Prime Minister of India, Shri Nitin Gadkari, Union Transport Minister, Dr Shekhar C Mande, Shanti Swaroop Bhatnagar Award winner, Director CSIR, Shri Sharad Arvind Bobde, 47th Chief Justice of India, Shri Devendra Fadnavis, Ex-chief Minister of Maharashtra and many more.

Current Executive committee of RTM Nagpur University's Alumni Association:

Sr No	Name of executive members	Executive post
1	**Shri Nitin Ronghe**	**President**
2	**Dr A D Choudhary**	**Vice-president**
3	**Shri Sudhir Palliwal**	**General secretary**
4	**Shri Amjad M Khan**	**Joint General Secretary**
5	**Shri Abhishek Agrawal**	**Treasurer**
6	**Adv Chandragupta Samarth**	**Ex Committee member**
7	**Dr Rajkumar Rathi**	**Ex Committee member**
8	**Shri Sushil Fatepuriya**	**Ex Committee member**
9	**Shri N V Subramaniam**	**Ex Committee member**
10	**Shri Avinash Pendse**	**Ex Committee member**
11	**Adv Sangeeta Mishra**	**Ex Committee member**

The few notable contributions of Alumni through various means are:

Alumni Mentorship:

The university frequently invites the members of Alumni association for guest lectures and to share their work experience. As RTMNU alumni have a broad experience of working in various organizations across various fields of activities, they provide career guidance and help students to choose better field as per their career aspiration. They also help students by providing summer, winter internship project ensuring experiential learning of students.

Alumni as Academic Advisory:

Alumni feedback is taken to enrich the course curriculum as per the changing regional, social, national and international scenario. Their valuable suggestions help the University to develop the innovative syllabus and course curriculum for various programs.

Monetary and Non-monetary Contribution:

The Alumni Association actively provides monetary contribution for student welfare and renovation of laboratory and infrastructural facilities i.e. Auditorium renovation, ICT at class rooms, books for needy students etc. The Alumni regularly contribute to the development of university in various capacities. Alumni help to get official permissions to visit highly advanced government laboratories and industries for educational visit, which are not easily accessible for students and general public.

Alumni meet:

Every year university organizes Alumni meet to provide platform to share Alumni feelings and experiences with students, faculties, administrators of university.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: A. ? 100 Lakhs

File Description	Document
Any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The governance of the University has been structured to ensure effective leadership at every level of its operation and is in tune with the vision and mission of the University. The vision of Rashtrasant Tukadoji Maharaj Nagpur University is:

'To be one of the foremost knowledge hubs with commitment to excellence, relevance, innovation and inclusion in education, research, extension and human development, generating globally competitive youth with national character and social commitment.'

Guided by this vision and leveraging on the philosophies of Rashtrasant Tukadoji Maharaj, known for his scholastic teachings based on Vedanta, RTM Nagpur University is set on a mission to be a center of excellence in study and research education in India. Effective leadership was observed several decades back when career oriented courses like Business Management, Fine Arts, Mass Communication, Library Science, Physical Education, etc. were started.

Since then, the University has progressed satisfactorily and is doing well in the midst of constraints of different sorts. This was enabled due to the futuristic vision of personalities who adorned the chair of Vice-Chancellor and other governing positions of this University. Presently, the University has 44 Postgraduate Teaching Departments (PGTD), three Constituent Colleges/Institutions and 503 affiliated colleges. More than four Lakh students are enrolled under different courses in the university. Research programmes are propelled through M. Phil., Ph. D. and Post-Doctoral programmes.

The University provides its students with state of the art infrastructure and technology support at all academic levels, so as to make the education globally competitive and socio-economically relevant. Formal programs are supplemented with non-formal modes to cover local need based education. The University ensures that quantitative growth is supplemented with qualitative aspects, by undertaking measures like: (i) initiation of the concept of e-learning and interconnectivity, (ii) Interdisciplinary courses, (iii) rural/backward development programme (at Gadchiroli sub-centre) (iv) strengthening of library (v) non-teaching training programme (vi) strengthening of all departmental laboratories and infrastructure for improvement in teaching and research.

The University has made use of internet and computer technology (ICT) to its fullest potential and has designed an online feedback system for students and has uploaded the same on University portal. The Examination Section has also implemented ICT systems wherein online enrolment of students, entry of internal, practical and sessional marks and result generation has been converted into an online process.

The University focuses on proper resource management through efficient and effective development of organizational resources. Resources of financial nature, inventory, human skills, and information technology have been procured and maintained. The leadership of University ensures compliance of academic and administrative processes and procedures along with continual improvement through regular systematic audits, checks and monitoring by well-defined Quality Assurance Framework. Also, it sets directions for all departments of the University, including IQAC, to work collectively towards accomplishment of the vision and mission of the University.

The University has signed Memorandum of Understanding with various government, professional and technical bodies within India and abroad in order to promote inter-institutional and international exchange programs and collaborations in teaching and research.

File Description	Document
Link for additional information	[View Document](#)

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

Response:

The concept of decentralization and participation has become important in the endeavour to improve effectiveness of the University and development of its students. The authorities of University comprises of the Senate, the Management Council, the Board of Deans, the Board of Sub-campuses of the university, the Boards of Studies, the Board of University Departments and Inter-disciplinary studies, the Board of Information Technology, the Board of National and International Linkages, the Board for Innovation, Incubation and Enterprise and the Board of Research. These bodies comprise of members from various sections such as academic, non-academic, industry, profession, etc., and this depicts participation of various stakeholders of society.

Decentralization:

The decision levels of the University administration can be categorized as:

1. Academic Decisions – include curriculum restructuring, appointment of examiners/referees, revision of scheme of examination, policy for research, etc.
2. Administrative Decisions – include recruitment, training and promotions of teaching/ non-teaching

staff, norms for regulating affiliated colleges, etc.

3. Policy Decisions – include framing various policies such as financial resource mobilization, promotion of research and innovation, development and maintenance of the physical and technical infrastructure, etc.

The University undoubtedly practices a decentralized and participative mechanism for all these decisions. Various authorities/bodies set up under the purview of the MPU Act, 2016, in most cases, take decisions at the lowest level in hierarchy and then pass them up for evaluation by higher authorities for final approval.

Case of Decentralization:

The revision of curriculum of a particular subject is first decided by the Board of Studies for that subject. This decision is then recommended to the next higher authority in the hierarchy i.e. Faculty where the decision is evaluated and is then recommended to the highest authority i.e. Academic Council to evaluate and approve the revised curriculum.

Participative Management

RTM Nagpur University encourages involvement of all its stakeholders in the analysis of problems, development of strategies, and implementation of solutions related to academic, administrative and research matters. Accordingly, academicians, alumni, professionals from industry, representative from Government, representatives from other sections of society, expert individuals and students are invited to participate in decision making.

Case of Participative Management

Syllabus revision and implementation of Choice Based Credit System (CBCS), in 2015, can be considered as an example here. The stakeholders involved in the syllabus revision and introduction of CBCS pattern were:

1. Student representatives
2. Industry professionals
3. Research Experts
4. Representatives of RTM Nagpur University
5. Board of Studies
6. Faculties
7. Management Council

On the basis of feedback and suggestions received from above stakeholders of RTM Nagpur University, the Board of Studies put forth its recommendation of introducing the CBCS pattern in various courses. The Faculties, after due consideration, recommended the introduction of CBCS pattern to the Academic Council. This has served the objective of staying updated on current trends and academic requirements of industry. Subsequently, on the resolutions passed by the Academic Council in its meeting, the Choice Based Credit System was implemented w.e.f. Academic Year 2016-17.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

RTM Nagpur University has a perspective strategic plan aligned with the Vision and Mission statement of the University. The scope of this plan covers social, economic and spatial development of goals, policies and priorities relating to the objectives of the University aligned with the Vision and Mission statement of the University. Taking into consideration the teachings of the native saint of Vidarbha in the sphere of national, political & social awakening of the people during the pre and post-independence days of India, the University has pledged to bring into practice the teachings of this great saint of Vidarbha.

Deployment Plans of the University aligning with its objectives

1. To provide greater access for higher education to all and in particular to the socially and educationally underprivileged youth, the University provides Student Aid Fund to students from economically weaker sections of the society. In past four years, the University has provided
    - Student's aid of Rs.1,07,72,603 to nearly 2290 students.
    - There are 33 different categories of Student's Education Scholarships.
    - A scheme of 'Earn and Learn' for underprivileged students has also been implemented, 499 students have benefitted from this scheme.
2. A MoU (2018) signed with Tribal Research and Training Institute, Pune, Government of Maharashtra for facilitating students from Scheduled Tribe Category in UPSC / MPSC Competitive Examination preparation.
3. In order to achieve its objective of promoting academic excellence and innovation through state-of-the-art facilities, the University updates academic syllabi on a regular basis to cope-up with industry needs, minimizing the gap in students' understanding with regard to current requirement and changes. CBCS system has been introduced to provide academic flexibility to students.
4. To make the education globally competitive and socio-economically relevant through competent faculty, infrastructure and technology at all levels have been strategically developed.
    - Most of the science departments are SAP-FIST assisted and faculty members have their independent research project on cutting-edge topics of international, national and regional importance.

    - MOU's with various government, professional and technical bodies within India and abroad have been signed in order to promote inter-institutional and international exchange programs and collaborations in teaching and research and are effectively collaborated with industry.

    - RTM Nagpur University has disbursed an amount of Rs.23.73/- crore as seed money for innovative research ideas.
    - Centralized research facility like RUSA Multi facility centre, Technology Park, Incubation Centre, Sophisticated Analytical Instrument Facility have also been established to achieve excellence in

research.
- New PG programme in Molecular Biology and Genetic Engineering has been started by, Department of Center for Sericulture and Biological Pest Management Research.

- Online feedback system for all stakeholders, alumni suggestions and feedback are taken into consideration while developing curriculum.

1. *To make system transparent and ensure accountability in governance*

- Online processes to facilitate ease in transactions and disbursement has been adopted by the university which helps in maintaining records and report generation of the resources.
- The university has its Management Information System (IQMIS) which handles various funding, inventory records and infrastructural details.

File Description	Document
Strategic Plan and deployment documents on the website	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The Rashtrasant Tukadoji Maharaj Nagpur University is a public university governed by the rules and procedures laid down in The Maharashtra Public Universities Act, 2016. Additionally, various Statutes and Ordinances of the University have well defined provisions to provide policyframework and direction for proper functioning and fulfilment of its objectives.The University has a clearly defined organizational hierarchy and structure to support decision making. The academic and general administration of the University is governed by various authorities/bodies and statutory officesformed undertheAct.

Statutory Officers

Chapter III Section 10 of The MPU Act, 2016, prescribes the following statutory officers for administration of the University:

1. The Chancellor;
2. The Vice-Chancellor;
3. The Pro Vice-Chancellor;
4. The Registrar;
5. Deans of Faculties;
6. Director of Board of Examinations and Evaluation;
7. Finance and Accounts Officer;
8. Director of Sub-campus of the University;

9. Director of Innovation, Incubation and Linkages;
10. Director Knowledge Resource Center;
11. Director of Lifelong Learning and Extension;
12. Director of Students Development;
13. Director of Sports and Physical Education; and
14. Director of National Service Scheme.

The University has appointed majority of these officers in accordance with the qualifications, norms and service conditions prescribed by the Act and, accordingly, powers, duties and responsibilities are conferred upon them.

Institutional Authorities/Bodies

Chapter IV, Section 26 of The MPU Act 2016 prescribes the following authorities/bodies for academic and general administration and policy making of the University:

1. Senate;
2. Management Council;
3. Academic Council;
4. Faculty;
5. Board of Deans;
6. Board of Sub-campuses of the university;
7. Board of Studies;
8. Board of University Departments and Inter-disciplinary studies;
9. Board of Post-Graduate Education in Colleges;
10. Board of Lifelong Learning and Extension;
11. Board of Examinations and Evaluation;
12. Board of Information Technology;
13. Board of National and International Linkages;
14. Board for Innovation, Incubation and Enterprise;
15. Board of Students' Development;
16. Board of Sports and Physical Education; and
17. Board of Research.

The composition of all these authorities/bodies comprises of representatives of various sections of the society, thus ensuring representation of various stakeholders of the University. The functions and responsibilities these authorities/bodies ensures effective policy making in order to enhance the quality of education and safeguarding the interests of stakeholders. The frequency of meetings of all these bodies are also prescribed by the Act and the University ensures effective conduct of meetings with circulationof agenda of meetings and the 'Action Taken Report' on previous meetings to ensure effectiveness.

Administrative Setup

The University has a well-structured organizational hierarchy in accordance the Act. The hierarchy ensures no conflict of powers and authorities and thus facilitates smooth functioning of the University.The recruitment, training and promotions of the University employees are strictly made in compliance with the provisions made by Government of Maharashtra from time to time.

Service Rules

Academic freedom policy, promotion policies, employee satisfaction, welfare schemes and grievance redressal mechanism are in place. The University has well-structured system forprofessional development of faculty and staff. Achievements of faculty and staff are recognized withfinancial and non-financial incentives

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the University webpage	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Institution Implements e-governance covering following areas of operation

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	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

RTM Nagpur University has an effective performance appraisal system in place. It has established avenues for promotion of its teaching and non-teaching staff and also has developed welfare measures for them.

A good performance management system works towards improvement of the overall organizational performance. The system provides for direction and also assessment of teams and individuals in order to ensure achievements of organizational mission and vision. Summarily, an effective performance

management system plays a crucial role in managing the organization in an efficient manner. Performance appraisal system encourages faculty members to improve performance in the teaching –learning process and research.

The Performance Appraisal reports provide good feedback to faculty and help them in understanding improvements required and also the changing needs of students. Appraisal report is based on annual performance of employees in respect of their academic, research and other extra-curricular activities. It is also based upon his/her relation with the students, colleagues and administration.

The performance based appraisal system (PBAS) report is filled by teaching faculty members in a prescribed proforma. The views of the employee, as filled in the prescribed proforma, are reviewed by the respective Heads of Departments (HoD) and Director-IQAC. The proforma has three sections, viz., (i) Teaching, Learning and Evaluation related activities (ii) Co-Curricular, Extension and Professional Development related activities and (iii) Research Publications and Academic Contributions. The scores of the PBAS are used for the award of career advancements to faculty members and for promotion to next higher position. Further, at the end of each semester, online feedback forms are filled by the students for each of the courses attended by them. The feedback forms in the form of questionnaire collect information about the teacher and different aspects pertaining to the teaching-learning process. A team consisting of the HoD and Senior Professor in the department go through the feedback forms and suggest suitable measures to improve the teaching-learning process.

There is no performance appraisal system followed for non-teaching staff in the university. However, teaching and non-teaching staff of the university submit confidential reports in a proforma containing information about academic and other activities carried out by the individual. This is submitted to the university through HoDs or administrative heads. The overall report is further reviewed by the Registrar and Vice Chancellor of the University and final performance status is confidentially recorded in the office and the areas for improvements based on the grades obtained by the employee are communicated to the employee.

Welfare Measures for Staff:

1. Financial Assistance for attending National / International Conference / Workshops
2. Seed Money (Financial assistance for Minor Research Project) to young faculty members
3. Financial assistance to meet emergency medical expenses of staff and family members
4. Non-doctoral faculties are encouraged to get enrolled for Ph.D. program through Teacher Fellowship Scheme.
5. On campus medical facilities with subsidized rates.
6. Short term advances to non-teaching staff
7. Concession in tuition fees for wards of employees
8. Sabbatical leaves are provided to teaching staff

File Description	Document
Any additional information	[View Document](#)

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

Response: 6.43

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**

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	7	19	22

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	[View Document](#)

Other Upload Files	
1	[View Document](#)

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

Response: 13.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
18	17	8	14	12

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Reports of Academic Staff College or similar centers	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 29.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
50	56	30	32	36

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
Details of teachers attending professional development Programmes during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

RTM Nagpur University is funded and supported by Government of Maharashtra, Government of India, University Grants Commission, Rashtriya Uchchatar Shiksha Abhiyan(RUSA), non-government agencies like NGOs, trusts and philanthropists. It also receives number of grants and donations.

In spite of the above, there are certain inherent constraints in mobilisation of resources due to the nature of this institution. One such constraint is University's inability to utilise its capital on commercial principles. Hence, the University is left with no choice but to mobilize resources through different methods, which may have their own limitations. Other major sources of funds include:

- Different kinds of fees like affiliation fees from the affiliated colleges, examination fees, admission fees, fines and various fees for documents issued by the university, etc.
- Income by way of interest on deposit;
- Research Project grants (through various funding agencies);
- Renting auditorium, Badminton courts and other infrastructural facilities for non-commercial purposes;
- Participation fee in various conferences, seminars organized by the University;
- Sponsorships for various events, conferences, seminars, etc.
- Establishment of Industry Sponsored labs;
- Endowments;
- Training & Consultancy.

Additionally, RTM Nagpur University was also able to get sizable funds under corporate social responsibility (CSR), which were utilized for construction of its new administrative building.

Whereas fund raising is a relatively free exercise the utilisation of funds, in view of character of the University as a public institute, is subject to prudent financial norms designed to eliminate chances of any possible misuse of funds. A statutory committee, 'Finance and Accounts Committee', established under the Maharashtra Public Universities Acts, 2016, is entrusted with the task of ensuring prudential utilization of funds of the University. It examines the accounts, the progress of expenditure and all new proposals involving fresh expenditure in the light of the provisions available.

All academic departments and administrative sections propose their annual financial plans. Heads of academic departments and administrative sections then make presentation of proposed budget to Chairman of Finance and Accounts Committee (FAC) and Registrar. The FAC prepares the annual estimates of income and expenditure based on inputs from various academic departments, administrative sections, IQAC and Financial Planning Sub-Committee. The proposed budget is examined and approved by the FAC and the administrative and financial approvals are granted by the Senate.

The organic structure of the university ensures that the limited resources of the University are utilized in such a way that it subserves the cause of the University, which is to promote quality higher education including socially relevant research. The Management Council and Senate of the University are responsible for finally approving budget and annual plan of the university, as prepared by the FAC. Thus, the activity of mobilisation and utilisation of funds of the University is undertaken within the parameters of the Maharashtra Public Universities Act, 2016, the financial norms prescribed by State and Central Governments, the funding agencies and the donors.

File Description	Document
Any additional information	[View Document](#)

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 2462.13

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

2019-20	2018-19	2017-18	2016-17	2015-16
403.74	355.46	382.89	667.82	652.22

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response: 950

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	450	500	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The University has a mechanism for internal and external audit in place. It has a full-time Finance and Accounts Officer, Accounts Officer, Deputy Registrar, Assistant Registrar assisted by several senior and junior assistants, along with dedicated audit section to verify and certify the entire income and expenditure and the capital expenditure of the University, every year. Finance and Accounts Department reviews each element of University's accounting system in accordance with internal control policies of account code.

Periodic internal and external financial audits are carried out for improving financial Governance and management control. The University has its own internal audit mechanism where internal audit is an ongoing process. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them do a thorough check and verification of all vouchers of transactions that are carried out in each financial year. Likewise, an external audit is also carried out on an elaborate and quarterly basis. So far there have been no major findings/ objections of great concern. Minor errors of omissions and commissions, when pointed out by the audit team, are immediately rectified and precautionary measures taken to avoid recurrence of such errors in future.

The following agencies conduct regular financial audit at RTM Nagpur University,Nagpur:

Internal Audit:

1. Work of internal audit of the University has been entrusted to the Internal Auditor of the University. The Audit section of the University headed by Deputy Registrar-Finance performs the work of pre-audit. He also pre-checks salary fixations, pension and gratuity payments and final payments of general provident fund (GPF).
2. Accountant General (AG), Nagpur, conducts statutory audit covering all financial and accounting activities of the University. This includes scrutiny of the following:

(a) All receipts from fee, donations, grants, contributions, interest earned and returns on investments;

(b) All payments to staff, vendors, contractors, students and other service providers.

External Audit:

External Audit is conducted by the following:

(a) CAG through Auditor General (AG), Nagpur.

(b) Chartered Accountant (CA) of RTM Nagpur University,Nagpur.

All observations/objections of AG are communicated through their audit reports. These objections are examined by separate committees of the University, duly constituted by Hon'ble Vice Chancellor, for finalizing compliance report of the University.

AG's audit for the previous years have been completed and replies are submitted to their satisfaction. It is

pointed out that no serious objection/irregularity is outstanding.

Thematic audit by AG, Nagpur, for the years 2012 to 2017 have been completed and no Draft Para has ever been issued against the University by AG, till date.

Chartered Accountant of the University conducts regular 'accounts audit' and certifies its Annual Financial Statements and Concurrent/Post audit of all receipts and payments. All utilization certificates to various grant giving agencies are also countersigned by the CA. All financial statements upto year 2018-19 have been certified by the CA.

File Description	Document
Any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

The IQAC has taken numerous steps and initiatives in improving quality of teaching, learning, research and governance at the university. A core committee is set up to periodically review the quality initiatives and various sub-committees are constituted to work on different agendas from time to time.

A. Academic Administrative Audit:

The IQAC committee of the University periodically reviews academic activity, infrastructure facilities and governance by way of academic and administrative audit for quality enhancement. The evaluation process and follow up on feedback is also taken up on a regular basis. The Academic and Administrative Audit (AAA) committee is constituted as per the guidelines of UGC.

Every year, the prescribed format of AAA is sent to all departments in the month of August to furnish data for the previous academic year. The format carries information on total intake, number of students admitted to the course, students passed out of final semester, passing percentage, number of research projects undergoing, research papers published, patents filed/awarded, faculty exchange program, detail of workshops, seminars organized and participated by the faculty and availability of infrastructure as per the program. Similarly, availability of research facility and status of the equipment and constrains faced by faculty and staff members also are included therein. The data is then verified by the AAA committee by visiting all 43 Departments, three research centers and four conducted collages. The consolidated report, along with discrepancy, if any, is then placed before IQAC committee and then processed for the consideration of Management Council. The IQAC committee facilitates implementation of the suggestions recommended in the report, through various academic boards and concerned sections. The consolidated reports of every session are sent to the Government of Maharashtra for further planning and recommendations by the State Education authority.

Periodic review of administrative departments is conducted by the AAA committee. Administrative changes proposed by the committee from the previous year(s) are put in place to ensure smooth operations at this multi-campus University.

B. On Line Student Feed Back:

Quality, in its true spirit is being able to meet the expectations of stakeholders. Believing in this, the IQAC has moved a step further in involving stakeholders, specially students, for effective administration and academic activities. RTM Nagpur University launched an online Student Feedback Portal in the year during 2017. The students of all University departments are required to fill and provide feedback regarding curriculum, learning resources, administrative experience, evaluation system, basic amenities, infrastructure and teaching faculty

Online student feedback portal:

The University has made it mandatory for students to fill in feedback on the portal before issuance of examination admit card. The Online Feedback Portal checks for authentication through OTP, allows partial filling of the form is user friendly and has provision of backup.

The advantages include user friendliness, structured questionnaire administration, opportunity to students to record their thoughts, satisfaction level and suggestions regarding different aspects of teaching-learning process, amenities, infrastructure, etc. and opportunity to the University administration to improve upon these suggestions.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: B. 4 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)
Paste web link of Annual reports of University	[View Document](#)

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

Response:

The academic and administrative processes are continuously monitored and audited through a strong audit system and the University is also subjected to external quality audits and accreditations. The reports of these bodies form an input to the internal quality assurance processes, leading to measures for improvement. Major post accreditation quality initiatives taken by the University during last five years, are as under:

1. **Curricular Aspects**:

Outcome Based Education is the main emphasis with specific course outcome followed by program outcome, making education more effective and facilitating employability and entrepreneurship for students. The University has effectively implemented OBE pattern for all its PG programs.

1. **Introduction of Semester Pattern:**

It was introduced initially for PG program and then for UG program. In order to provide better opportunities to students for inter-disciplinary learning, a Choice Based Credit System (CBCS) curriculum having more than 40 Foundation Courses has been introduced for all PG programs.

1. **Value added courses**:

These were prepared for the 5-year perspective plan of the University and are being introduced in phases. Additionally, e-learning platforms such as SWAYAM and MOOCs are also promoted. The University is also promoting onsite training and support for value addition by conservation of bio-resources for sustainable development.

1. **Teaching-Learning and Evaluation:**

ICT-enabled activities such as participatory, problem solving and application oriented teaching, learning and evaluation have been adopted.

1. **Research, Innovation and Extension:**

A Centre for Bio-actives and Natural Products has been established for research in plant-based bioactive materials, to be used in treatment of human diseases.

1. **Innovation and Incubation Centre**:

This has been established for the promotion of innovation, incubation of ideas, creating startups and for facilitating technology transfer. The University promotes industry participation through interactions, development of industrial relationships and by undertaking industry based research projects. A Multi-facility center with instrumentation facility is being added, to be used by students and faculty.

The University invites overseas speakers to talk on higher studies abroad and various academic and scientific aspects at international level. It also provided platform for exposure to scientific temperament and research culture through programs like National Science Day, Young Scholars Conference and Vidarbha Young Scholars Conference for the benefit of students. RTM Nagpur University promotes collaborative culture to strengthen interdisciplinary studies by signing MOU's with National and International universities and institutions.

The University undertakes student mentoring and also has a well-functioning Career Counseling Cell. IQAC of the University facilitates a mechanism of frequent interaction with the faculty by holding workshops and seminars on quality aspects of education.

1. **Quality Enhancement initiatives in Administration**:

The University has made substantial incremental improvements in its administrative processes. Administrative Staff are given periodic training for quality enhancement of work by providing ICT based orientations for consolidation, report extraction, efficient document handling, data security, online communication, E-Governance, web-based information, online remittances, etc.They are also trained on enhancing speed and ease of real-time information procurement, w.r.t. E-Tendering, Government e-Marketplace (GeM) -the National Public Procurement Portal for purchases with GST exemption/concession.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Gender discrimination has been into existence over centuries and eradication of this practice is absolutely important for society to grow at all levels. Since education is where we shape minds, it is imperative for educational institutions to sensitize students, teachers and other stakeholders against gender discrimination and promote gender equity.

RTM Nagpur University being a co-education institution gives special emphasis to gender equity by sensitizing its students and other stakeholders. The composition of batches, in terms of boys : girls ratio and the gender ratio amongst teaching and non-teaching staff is a clear indication of adherence to gender equity standards. Boys and girls work together in various events, research projects and subject assignments. Sports is also an arena from which the University promotes gender equity by equal representation of both genders.

The University and its various administrative, academic units and several PG departments have taken initiatives to sensitize the students on issues of gender equity and parity. Several PG departments of the University organize guest lectures and debates related to gender sensitization, development of entrepreneurial skills among women, awareness of women on health and nutrition and promotion of gender equity. A recent example is the organization of a 3-day workshop by Department of Sociology, in September, 2019, on '**Gender Studies and Sensitization**', where topics like gender and patriarchy, gender and mass media, gender and caste, gender issues of development and empowerment, gender issues of sexuality and reproduction, gender and violence and gender theories were discussed at length by eminent speakers and thought leaders.

Some concrete steps taken to ensure safety and security of womenat the University are as follows:

1. **Safety and Security:**

The University administration has made provisions to bring all the campuses, hostels and administrative buildings under CCTV surveillance. In addition to this, security personnel (with sizeable number of women) have also been provided across various campuses of the University.

1. **Counselling:**

Various Post Graduate Teaching Departments (PGTDs) of the University are effectively providing counselling facilities to girl students. The University has established a 'Grievance Redressal Cell'. The girl students who struggle with gender based bullying, favoritism and pressures can approach this cell and avail counseling facilities provided by experienced counselors dealing in such cases. If need be, the University has a provision for inviting a qualified psychologist to handle cases of extreme nature.

1. **Common Rooms:**

Twenty-two PGTDs and the academic campus of the University have separate common rooms for girls, which are equipped with proper sitting arrangement and facilities like first-aid provision, etc. This common room also has a sanitary napkin dispenser to provide better personal hygiene to girl students.

1. **Curriculum Enrichment:**

The syllabi of various subjects, especially Humanities, include specific courses based on gender studies in the curricula.

It is worth mentioning that as a result of the initiatives and precautions taken by the University administration, there has been no reported incidence of eve teasing, etc. within any of the campuses of the University, in last five years.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)

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

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	[View Document](#)

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

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

Response:

RTM Nagpur University is very conscious of generating least amount of waste, conserving natural resources and being environment friendly. It strictly adheres to waste management methods promoted by Nagpur Municipal Corporation (NMC) and other regulatory bodies and has established mechanisms for collecting solid, liquid and electronic waste in separate containers and for disposing off such waste as per prevailing regulations.

Solid Waste Management

The University has designated personnel for collecting waste from every department, library, administrative buildings and canteen and collectively dumping it in a designated area. The same is collected for segregation and disposal by the Dharampeth Zone of NMC from time to time.

Every Department, Library and Administrative office also periodically disposes material marked 'out of use' as per directions of University's Store Department. The written off material generally includes furniture and electronic material and it is managed in following ways:

1. The Department of Fine Arts has taken an innovative initiative to create a scrap exhibition using written off metal objects collected from various offices.
2. The other scrap material is auctioned to scrap vendors from time to time. The vendor, in turn, segregates and disposes electronic waste to an authorized NGO/e-waste recycler.

The Examination and Evaluation Section of the University is provided with a paper shredding machine to help in managing the disposal of old answer papers and degrees. The shredded paper is then auctioned by following the procedure of calling quotations.

Liquid/Wet Waste Management

The University has set up a Vermicomposting Pits to deal with wet waste such as vegetable or food waste, at appropriate places.

Electronic Waste (E-waste) Management

Memory chips, motherboard, compact discs, cartridges etc. generated by electronic equipment are recycled properly.The disposal of e-waste from hardware that cannot be recycled is managed separately. The e-waste is collected in suitable containers and is handed over to an NGO/scrap dealer who recycles/disposes it appropriately.

Hazardous Chemicals and Radioactive Waste Management

A standard operating procedure is in place for handling the hazardous waste generated at laboratories. Government approved agency is assigned the task to collect this from designated point earmarked as 'Hazardous Waste Room'.

The Academic Campus is certified by Yegna Environchem Pvt. Ltd. for '**Environmental Awareness and Initiatives Towards a Green Future**' – certificate no. U74220TG1996PTC024851, for Year 2019-20.

For energy conservation, the University has installed Tata BP solar water heaters at its girls' hostel.

The PGTD of Humanities organized a 'Swachcha Bharat Summer Internship – 2018' at Ashtarampur Village of Yavatmal District. Participating students undertook activities like road and drainage cleaning, waste collection and disposal, cleaning of religious places, tree plantation, door-to-door discussion and survey, wall paintings, street plays, school rally and village rally.

Other Initiatives:

- Guest lectures on modern waste management practices
- Dustbins in various halls/rooms on each floor of University's various establishments
- Periodic cleanliness drives (Swachhata Abhiyan) are undertaken by students, teachers and staff.
- Computers are upgraded to the latest versions, rather than buying new machines, in order to reduce electronic waste from computers and peripherals.

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document

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

Response:

As one of the oldest and heritage University of Central India, RTMNU culture accommodates wide diversity in regional, linguistic, communal socio-economic and other fields. RTMNU is bound with its primary mission to provide greater access for higher education to the socially and educationally underprivileged youth upholding the principle of social equity.

Consequently, the university undertakes various measures to include the socially and educationally underprivileged youth and provide them with means to enable them a better learning experience and evolve as tolerant, accommodative and responsible citizens. The university recognizes its responsibility of shaping a generation enriched with human values and professional ethics. In order to ensure attainment of this, the University has taken a number of initiatives which are listed here:

Curriculum Enrichment:

The university offers various courses on human values through its various departments such as Department of Gandhian Thoughts, Department of Ambedkar Thoughts, Rashtrasant Tukadoji Maharaj Chair, etc. In addition to this, the curriculum of various programs also include courses on human values and professional ethics. The 'Gramsevavrati' program offered by the RTM Chair is considered to be one of the unique initiatives taken by the University in this regard.

Collaborative Linkages:

The university has signed MOUs with various NGOs which work towards inclusion of underprivileged students in mainstream of education. For Example, the University has signed an MOU with Tribal Research and Training Institute, Pune, Government of Maharashtra for facilitating students from Scheduled Tribe Category in UPSC / MPSC Competitive Examination preparation.

Facilitation through Financial Support:

A scheme of 'Earn and Learn' for underprivileged students has also been implemented by RTM Nagpur University. Since 2014, 499 students have benefitted from this scheme. Under this scheme, students from weaker economic background can earn by working part-time in various departments of the University and also seek educational pursuits

Tolerance Building and Sensitization:

The University has always been instrumental in building tolerance among its students in the context of accommodating peers with varied social, economic, regional and educational backgrounds. This spirit is being inculcated among students by sensitizing them through various events such as –

- Celebration of birth/death anniversaries of personalities of national/international importance to make students aware of their contribution in nation building and enrichment of social values.
- The university organizes 36 Annual Lecture Series wherein it invites eminent speakers to deliver a talk on the importance of communal harmony and social values. The speakers with diverse regional, religious and social background are invited for this purpose. A prominent to be noted is Maulana Abdul Kaleem Parkeh Lecture Series.

Community Welfare Activities

RTM Nagpur University strives for community welfare through extension programs involving youth and staff in order to cultivate the spirit of integration and sense of ownership as well as inculcate the sense of social responsibility in them. As a part of extension programs for community welfare, numerous programs are conducted by various departments of the University. Blood Donation Camps, Social Awareness Camps, Tree Plantation Drive, Swacchata Abhiyaan, Gender Sensitization are routinely organized by the University.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<u>View Document</u>

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

Response:

The University understands and realizes its role and responsibility in spreading the awareness about constitutional values, rights, duties and responsibilities. This is evident in the form of the of late project 'Samvidhan Park' launched by the University in its Law College campus. The project which is partially funded by the Government of Maharashtra, is a pictorial depiction of the values of Indian Constitution. It shall spread the awareness about the relevance and importance of constitution amongst students and staff of the University in particular, and the public, in general.

The University fulfils its commitment towards inculcating values and creating awareness on duties and responsibilities of citizenship among its students and staff, by organizing various programmes on different occasions and ensuring participation. Examples of such programmes are pledge-taking on Anti-Terrorism Day to bring awareness against terrorism, awareness programmes initiated by Central and State Government such as National Voters' Day, International Biodiversity Day (latest theme was: Mainstreaming Biodiversity, Sustainable People and Livelihood), Swachha Bharat Abhiyaan (Clean India Initiative), Beti Bachaao – Beti Padhaao Abhiyan (save girl child and educate girl child campaign), Jaljagruti Saptah (save water, save life programme week), Digital India Week, etc.

Every year, the University organizes and celebrates days of constitutional and national importance, such as, Independence Day, Republic Day, Teacher's Day, National Constitution Day (including reading of Preamble of Constitution of India). The programmes are celebrated/observed at both University and Departmental levels.

Of late, the Department of Statistics organized Quiz Competitions and Guest Lectures as a part of Lokshahi Pandharwada (democracy fortnight) Celebration during January and February. The quiz was mainly based on the formation and functioning of the Indian Parliament, the Constitution of India and its founders, including Dr. Babasaheb Ambedkar. The Departmenat of Statistics also organized a guest lecture in February, wherein Dr. Mohan Kashikar, Head of the Political Science Department, RTM Nagpur University, was invited to deliver a lecture on 'Citizen Duties: Backbone of Democracy'. The students and teachers were guided on their duties and responsibilities as citizens of India and its importance in

democracy.

The Department of law also organized different activities on occasion of 'Swachhata Pakhwada' (cleanliness fortnight). During this, the PGTD of law undertook cleanliness drives. During Ganesh Visarjan, members of the committee along with post-graduate students of law visited Telangkhedi Lake to create awareness and persuade devotees to not immerse in lake the floral and other offerings of the deity. The members of the committee also interacted with the public and sensitized them on importance of keeping lakes and water bodies clean for a greener environment. The Department of Law also organizes essay competition to commemorate National Hindi Day (14thSeptember). The latest theme of the essay competition was 'Innovative ways of spreading the message of hygiene'.

The Department of Ancient Indian History, Culture and Archaeology too organizes cleanliness drives in the Departmental Museum through students, teaching and non-teaching staff, in order to inculcate the habit of cleanliness and respect for upkeep of heritage monuments.

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

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	[View Document](#)

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

Response:

RTM Nagpur University is committed to uphold the spirit of nationalism and honour the national heroes who contributed immensely to nation building. Therefore, it commemorates the nationalistic ideals, days of national importance and birth/death anniversaries of great Indian personalities, while glorifying and appreciating the contribution of these personalities from various fields in development of the nation. This way, the University focuses on reinforcement of various student attributes such as national integration, communal harmony, social concern and duties.

The University organizes programmes on birth and death anniversaries of great Indian personalities and

remembers their contribution in the development of the society. These programmes are organized at the highest levels in University and its several PGTDs and are held for personalities like Lord Gautam Buddha, Chhatrapati Shivaji Maharaj, Mahatma Jotirao Phule, Lokmanya Tilak, Mahatma Gandhi, Swami Vivekanand, Bharatratna Dr. Babasaheb Ambedkar, Rashtrasant Tukadoji Maharaj, Mrs. Indira Gandhi, Mother Teresa, Sardar Vallabhabhai Patel, etc. The University also observes certain designated days as International Day of Non-violence and as Rashtriya Ekta Diwas (national unity day) and so on. Birth anniversary of Bharatratna Dr. A. P. J. Abdul Kalam is celebrated as 'Vaachan Prerna Din' (Inspire to Read Day). The programmes are usually organized on both departmental and University level and students are exposed to universal values like truth, non-violence, righteous conduct and peace from various anecdotes and stories associated with the lives of these great personalities.

Certain days of national importance are also celebrated/observed at the University and they include National Science Day and National Mathematics Day, where themes like 'Make in India: Science and Technology Driven Innovation' are promoted. State level functions such as Maharashtra Day (coinciding with International Labour Day) and Hindi Rashtrabhasha Gaurav Diwas are also celebrated/observed with equal fervor and enthusiasm. Hindi Pakhwada (fortnight) is observed, every year, during which, various programmes are organized in Hindi medium to acknowledge the significance of Hindi as a National language and its role in national integration.

Other days celebrated/observed at the University and its departments are Martyrs' day, Army day, Indian Constitution Day, World Day of Social Justice, International Labour Day, International Women's Day, World Anti-Terrorism Day, International Peace Day, World Food Day, Constitution Day And Human Rights day. These days are celebrated/ observed by way of talks, presentation of facts, student discussions, short films and guest lectures.

Specific days of importance and dates on which they were observed during the last five years:

Sr. No.	Day of Importance	Date
1	Martyrs' Day	30thJanuary
2	Republic Day	26th January
3	Chhatrapati Shivaji Maharaj Jayanti	19th February
4	Marathi Bhasha Diwas	27th February
5	International Womens' Day	8th March
6	Dr. Babasaheb Ambedkar Jayanti	14th April
7	Maharashtra Day and International Labour Day	1st May
8	Anti-terrorism Day	21st May
9	Independence Day	15th August
10	World Literacy Day	8th September
11	Mahatma Gandhi Jayanti	2nd October
12	Sardar Vallabhbhai Jayanti (National Unity Day)	31st October
13	Constitution Day (Preamble reading)	26th November
14	Dr. Babasaheb Ambedkar Mahaparinirvan Divas	6th December

File Description	Document
Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice - I

1. Title: **Internalization and dissemination of ICT based delivery, assessment and resources sharing.**

2. Objective of the Practice:

Use of ICT enabler tool like Moodle is always desired but the members of faculty are reluctant to use it. The teachers belonging to rural background suggest the limited resources and know how as challenge number one in implementation. Institutionalization, Internalization and Dissemination of Moodle and MOOCs as a Teaching, learning and evaluation tool among faculty members was the main objective behind this practice. The university decided to train the teachers during orientation and refresher programs organized by HRDC. The target was to use HRDC platform for providing hands on experiential learning opportunity to participating teachers such that perceived ease of use and perceived usefulness of tools are enhanced as per Technology Acceptance Model. The secondary objectives were to bring-in ICT component and novelty to otherwise traditional refresher and orientation courses. In short, the practice wanted to make teachers and ultimately the students across region and country to make use of Moodle and MOOCs as an important element in overall curriculum execution including continuous evaluation.

3. The Context

Resistance is the first challenge faced by any technological advancement and academics is not an exception to it. Using the developments of ICT tools in the interest of teaching-learning-evaluation process has always been a challenge for the University. The amount of diversity of teachers in terms of discipline of study, geographical location, awareness of technology, etc. can be attributed to it. The major challenge in ensuring the use of Moodle and MOOCs by teachers in their day to day execution was to instill the faith in the tools and belief in their own abilities that they can handle the technology and operational part of it. Another important challenge faced was the availability of technological infrastructure which differ from institute to institute depending on the kind of programs it offers and the location of the institution. In the context of these challenges, the University has successfully developed a practice of creating awareness of Moodle and MOOCs among teachers using various training programs organized by its Human Resource Development Cell.

4. The Practice

In view of the inherent reluctance of teachers in accepting and effectively using the ICT tools in teaching-

learning-evaluation processes, a separate program targeted at Moodle and MOOCs would have easily made them disinterested in it. So, it was decided to make Moodle as a platform for conducting the refresher and orientation programs. This was expected to give them actual hands on practice on the capacities of the tool, its application in their institutions and confidence to use it with their students. It was also thought that Moodle will be used as the beginning step and once they are comfortable, picking the fast learners amongst them to propagate MOOCs in the capacity of Swayam Mentors. Thus, the HRDC platform was efficiently used to identify the resource persons responsible for taking the tools to the last mile learner. The biggest challenge was to convince the users that the Moodle system is feasible and adaptable. The HRDC programs are planned such that each participant gets information, makes own Moodle site, gets resources, understands course assessment and experiences peer learning on the new platform. Instead of learning Moodle, the participants learn their domain topics on new platform and in new environment. Since the entry to platform is compulsory, the trainers and facilitators at HRDC make it sure that the user is made comfortable in using the tool and looks forward to making Moodle the part of their teaching and evaluation plan at their respective institutions.

Strategies adopted by the University:

- The core team of Moodle trainers (HRDC Full Time faculty members) are given proper training.
- The programs are announced to be conducted using Moodle
- The course coordinators communicate and motivate participation from Rural participants to ensure outreach expansion.
- To ensure effective training, the participants are asked to bring in laptops wherever possible.
- The participants are provided constant guidance/support even after completion of their program.

Besides making faculty members aware about the use of MOODLE and MOOCs through Orientation and Refresher Programs at UGC-HRDC, the University also adopted a strategy of conducting 'MOOCs Awareness Programs' at various PGTDs and affiliated colleges of the University. This was primarily to expand the outreach of the drive as many senior teachers have already had completed their Orientation/Refresher programs and many junior teachers are either not eligible yet for the same or do not get selected for the same on account of limited seats. Many unaided institutes offering professional programs do not nominate their teachers for orientation/refresher programs. Hence, the strategy for conducting workshops at their location was adopted which yielded the desired results.

In the recent years, the University has started taking this practice to the next level by making MOOCs a compulsory component of the program and allowing credit transfer. This has started in 2019-20 by implementing it in MBA program and is underway in the revised curriculum for BE program.

5. Evidence of Success

The practice of internalization and dissemination of ICT based delivery, assessment and resource sharing has yielded the desired results in recent past. The teachers of various affiliated colleges have been made aware of these tools and were trained to implement them using internal resources only. The University did not have to involve any external resources for the same. It is evident from the feedback that many teachers have started using MOODLE and are now encouraging students to take MOOCs for value added learning. Some important numbers in this regard are produced here:

Sr. No.	Particulars	2018-19	Total 2014-19	Annexure N
1.	**Total numberof Programmes conducted by HRDC**	17	78	**Annexu**

2.	**Total numberof Courses in which MOODLE was taught**	11	21	**Annexur**
3.	**Number of Institutions implementing MOODLE**	15	15	**Annexur**
4.	**Number of Teachers implementing MOODLE based Teaching, Evaluation and resource sharing**	56	749	
5	**Feedback and reactions from students and teachers regarding MOODLE**	63.3%	63.3%	
6	**Number of SWAYAM Mentors**	58	58	Annexure
7.	**Number of Awareness Programmes Conducted by Swayam corrdinator and Mentors**	25	25	**Annexure V**
8.	Number of students undertaking SWAYAM/MOOCs	300	**App 3500**	

6. Problems Encountered and Resources Required

Few of the most common still important problems faced while executing this practice can be mentioned as:

- Creation of Moodle and MOOC expert team for program planning and execution.
- Orientation of domain specific resource persons, their time and attention.
- Preparation of Moodle suitable academic resources and assessment questions.
- Lack of or low initiative from experienced but non tech savvy teachers
- Perceived scarcity of resources at participant's institution.

The Resources required for this practice are both intellectual and technology infrastructure level.

- HRDC need the full-time trainers well conversant with Moodle and MOOC platform
- The support team of teachers is also required who can use the platform and train others on the platform.
- The training hall must be equipped with internet ready computer systems.
- Trainees must have a smartphone for place independent usage of platform.

7. **Brief note on MOODLE and MOOCs:-**

Moodle is an acronym for "Modular Object-Oriented Dynamic Learning Environment." It is an online educational platform that provides customized learning environments for students. Educators can use Moodle to create lessons, manage courses, and interact with teachers and students. Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments.

A Massive Open Online Course (MOOC) is a web-based platform which provides unlimited number of students worldwide with a chance of distance education with the best institutes in the world. It was established back in 2008 and gained momentum in 2012 as a popular learning tool.

This practice is based on The **Technology Acceptance Model**, version 1. (Davis, Bagozzi & Warshaw 1989) (TAM). It is an information systems theory that models how users come to accept and use a technology.

Best Practice - II

1. **Title of the Practice: Seeding the culture of Research**
2. **Objectives of the Practice:**

Research is one of the most important activities to be carried out by any University. The RTM Nagpur University has recognized this mandate of higher education. The most critical problem faced by the faculty members/students of the University is funding of research owing to the technological and financial constraints of various funding agencies. The University has pioneered the concept of developing research culture amongst its faculty members and students by providing seed money from the funds of the University. The practice of providing seed money to teachers for research aims at –

1. Engaging teachers and students to unearth research and consultancy opportunities by providing them financial assistance.
2. Tapping the opportunities to connect local resources, methods, people and organizations to external world via university platform.
3. Promoting and encouraging the extensive value based research practices useful for societal purposes.
4. Nurturing the research culture in the University and overcoming the hurdle of funding for junior teachers.
5. Enriching the research publication tradition of the University by providing financial assistance.

1. **The Context**:

Funding has always been experienced as a major constraint in research activities of any University. There are many teachers whose research proposals could not be accommodated by funding agencies on account of either non-availability of funds or the research proposals being in the context of local problems. Such researchers are deprived of opportunities and the research problems of local context remain unattended. In order to resolve this deadlock, the University floated this scheme of funding the research by junior teachers and the preference is given to the research proposals having local territorial significance.

In order to ensure financial sustainability of the scheme, the University has decided to make a budgetary provision of minimum Rs. 1 Crore every year for this scheme. The prudential use of such a provision for the said purpose is ensured through the rigorous screening of research proposals. Moreover, the stringent norms for scrutiny of bills and invoices towards utilization of seed money ensures the effective use of this scheme. A cap of Rs 3.00 lakhs for proposals from science and technology and Rs. 2.50 lakhs for other proposals has been put on funding individual research projects.

1. **The Practice**:

The University has successfully institutionalized this practice with a well-defined mechanism and lying down standard norms and procedures for sanctioning and disbursing this 'Seed Money' to researchers.

1. The University Development Section has been assigned the job of inviting application every year from the intending faculty members. This is done at the beginning of every academic session.
2. The proposals such submitted, are primarily scrutinized by the administration to ensure that every applicant is eligible for the grant and has complied with submission of all requisite documents along with the research proposal.

3. The shortlisted proposals are then placed before the 'Screening Committee' constituted by the Hon'ble Vice-Chancellor constituted for the said purpose. This committee has senior faculty members/researchers representing various faculty/subject of studies having a notable research experience. The function of this committee is both to screen and approve the research proposals submitted by the faculty members and also to monitor the progress made by the researcher and to ensure proper utilization of the funds. This committee scrutinizes the proposals on various technical/academic parameters and shortlist the eligible ones for final presentation.

4. The Principal Investigators of the shortlisted research proposals are required to make a presentation before the 'Screening Committee' on the specified date and time. The proposal may be accepted without modification or with modification or may be even rejected. Similarly, the amount of the research grant also is sanctioned by this committee. While sanctioning the proposal, due care is taken to give appropriate weightage to the proposals dealing with research problems pertaining to local issues which ranges from low Gross Enrollment Ratio in higher education of the region to commercial exploitation of local resources for ensuring self-employment/enhancement of income and in between issues like gender equality, good governance etc.

Each research proposal is for a duration of two years. During this period of two years the researcher is called upon to make presentation on the progress of his/her research. Care is taken to ensure that there is equitable distribution of the research funds amongst all the faculties of the University, without compromising with the relevancy and quality of the research.

1. **Evidence of Success**:

The practice of funding the research projects of faculty members of the university and colleges which was started in the year 2014-15 has yielded impressive results as indicated in a table here. So far 104 research projects have been sanctioned encompassing vivid problems of the society and covering all the faculties of the University. The total amount of funds sanctioned in the last five years is Rs 2.37 crores. Some of the projects are doctrinal in nature and some are of empirical in nature. The faculty members have experienced and shared their intellectual enrichment by conducting the research projects which in turn has helped in improvement of their classroom teaching.

1.	Number of Departments & Colleges benefitted	49	
2.	Number of Teachers benefitted	136	
3.	Number of Projects Sanctioned	104	
4.	Total Amount of Research Grant Sanctioned	Rs. 2.37 Crores	
5.	Augmentation in Equipments	Rs. 78 Lakhs	
6.	Augmentation in Library Resources	Rs. 10.52 Lakhs	
7.	Number of Research Publications	190	
8.	Number of Consultancy Assignments captured	40	

Although it is just a beginning, the University has been able to connect to the local organizations and using local resources as a result of this practices. The University is in the process of extending this scheme to the teachers of its affiliated colleges to ensure synergy effect of collaboration.

1. **Problems encountered, and Resources Required**

Financial Resources: This is the most important and crucial resource required for effective

implementation of this scheme. Since the University is not receiving any separate grant for this scheme, the University has prudently decided to allocate a provision of Rs. 1 Crore for this purpose from its 'General Fund'. This has definitely put a burden on the 'General Fund', but, the University has decided and been reasonably able to execute certain cost-cutting measures to minimize this effect. Further, the University has a plan use the augmented resources for collaborative research/consultancy which will generate an additional revenue and help in sharing the burden of 'General Fund'.

Intellectual Resources: Depleting strength of the senior faculty members due to retirement and stoppage of recruitment for a long time has created the problem of providing mentors to the junior teachers. In order to maintain and improve the quality of research, the University has a mechanism to constantly monitor the progress of each project and help the Principal Investigator by making an arrangement of industry experts/retired professors, if required.

Administrative Problems: The University has ensured a separate desk with dedicated officers in its 'Development Section' to ensure that the administrative delay does not hamper the research progress and result in quality compromise.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Effective conduct of examinations is one of the most important and critical front end operations of any University as it deals with the students who are the most important stakeholder of the University. Convenience of stakeholders viz. students, teachers and University staff is one of the most important priority of RTMNU. The University has been facing many problems in conduct of examinations as the geographical area of University is widespread among four districts and a large number of examinations across disciplines are required to be conducted twice a year. The examination system has been facing many issues such as logistical concerns, security and confidentiality, environmental concerns, etc. As a one go solution to these problems, the R T M Nagpur University has introduced an 'Online Question Paper Delivery' which is henceforth referred as OQPD which is distinctive in nature with regard to the priorities or thrust areas of the University.

Online Question Paper Delivery

At RTMNU, in every semester around 6000 question papers are required to set, moderate, print & distribute over 170 examination centres by road transport. Out of these 170 exam centres, 32 centres are outside Nagpur, some of which are even at 170 km away from the distribution centre. Every semester, around 3.5 to 4.0 lakh students appear for 963 examinations. The management of this system requires work force of around 1200 personnel. Apart from this, following additional risk is involved in the manual

delivery of Question Papers, namely: Transportation risk, mishandling of Question Paper bundles while opening them at centres, risk of Question Paper leakage, risk of malpractice, safety & security of Question Papers at examination centres, logistic cost for Question Paper printing to delivery, etc. In view of all these problems, at RTMNU, an Innovative and very distinctive step was very necessary. Therefore, the Online Question Paper Delivery (OQPD) system was introduced for the first time at RTMNU, among any other state University, in Maharashtra. The objective of the (OQPD) system is to take care of the all the problems stated above.

Implementation of OQPD system was although innovative but posed many challenges for its effective implementation. The major issue was to make available the reliable, safe and robust online delivery mechanism along with all the necessary IT facilities at respective exam centres. Initially, officers at examination centres were also reluctant due to lack of confidence in technological implementation of OQPD system. In spite of all challenges, RTMNU examination division was firm and confident enough to implement the same, because once the examination centres are well equipped with all the IT facilities including Internet, it was going to be one of the best & unique feature that could answer almost all the problems faced in manual Question Paper delivery.

Initially, in W-2015, a trial attempt has been made only for Engineering examinations. This was due to the fact that almost all Engineering colleges and concerned examination centres were having at least basic minimum IT facilities required for OQPD system. This attempt was a great success and moral boosting. Therefore, the University decided to implement the OQPD system for all examinations. Initially, for first two consecutive examinations, on precautionary grounds, printed question papers were also kept ready. However, after two successful cycles of OQPD, there was no need of printing the Question Papers at University level.

For the online distribution of Question Papers an examination centre requires the following infrastructure.

1. Computer with a good web camera
2. Biometric system
3. High speed printing machine
4. Internet connectivity of minimum 1mbps connection

These provisions were mostly available with many of the examination centres and if not, the same were made available through university on urgent basis. The complete on spot and multiple training sessions were provided to all exam centres and personnel.

Now, for an examination from 9:00 am to 12:00 noon Question Papers are released online at 7:50 am. These Question Papers can be downloaded at respective exam centres by a secure biometric, face reading and a confidential unique password provided to specific responsible person of the exam centre. Once downloaded, the Question Papers are ready to print with the specific number with a water mark on each it so that the printed Question Paper can be identified, which centre has printed the same. In spite of all precautions, even if somebody tries to leak out the paper, the code number of exam centre is embedded in the background as watermark and hence it is always possible to locate the culprit and its accountability can be fixed.

After the successful implementation of OQPD system, the overall work force requirement has been reduced drastically form 1200 to 7 personnel. Apart from this, the following issues have been eliminated

completely.

1. Now there is no need of transportation of Question paper and hence complete cost and risk of transportation has been eliminated.
2. The risk of mishandling of Question Papers at examination centre has been eliminated completely since they are delivered on time.
3. There is almost no chance of leakage of Question Papers due to its on time release and specific coding.
4. The question of security and safety has also been resolved completely since there is no physical existence of Question Paper till the time of examination.
5. All the logistic cost has been eliminated due to OQPD system.
6. In addition, the cost involved in the entire process of Question Paper delivery has been reduced to almost 40%.

Therefore, the OQPD system of RTM Nagpur University has thereby provided a safe, secure, cost effective, robust and unique mechanism of Online Question paper delivery. RTMNU is extending help to many other Universities and institutions for implementing this OQPD system, however, yet except RTMNU, nowhere, it is found successful.

In this manner, the OQPD has proven as a boon for the University through which it has established its institutional distinctiveness while safeguarding the interests and convenience of its top priority stakeholder i.e. students, teachers and university staff.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

1. **Report of the action taken by the university on the comments and suggestions made by previous NAAC peer team.**

Introduction of the CBCS at the earliest

- CBCS is implemented to all PG courses of university since academic session 2015-16 onwards.

Steps to be taken to fill up vacant teaching post and statutory positions.

- The university has taken efforts to get sanction from the state government in filling up the vacant posts.
- In meantime, the university has created temporary full-time teaching post to compensate the rising demands of the departments through the university's own funds. Around 84 temporary full time teachers have been appointed in 2018-19 and 54 in 2019-20.
- The university has taken effective efforts to fill almost all statutory post.

To follow M.Phil/Ph.D programme strictly in tune with UGC regulations 2009 with course work.

- Direction No. 23 of 2018 is passed to decide the Minimum standards and procedure for Award of the degree of M.Phil/Ph.D.
- Prominent Features of the Direction:
    - Ph.D. Entrance Test has been made mandatory.
    - All the research scholars who are persuing Ph.D degree in RTMNU are required to undertake course work, which will be treated as pre-Ph.D programme of 60 hrs.
    - Two publication in scopus or equivalent journal with Plagiarisms check of Ph.D is compulsory for Ph.D submission.

To provide facilities for differently-abled persons

- Ramp is built for easy access of classrooms in each department
- Disabled friendly washrooms are built in most of the department
- Accessible website for disabled persons has been developed. RTMNU Knowledge Resource Centre (KRC) has taken membership of Sugamya Pustakalaya: An online Library for blind and print disabled. The users have to contact KRC for registration ID and password to assess the collection of Sugamya Pustalalaya.
- In academic activities, human assistance and time relaxation are given to disabled students as compared to regular students
- In examination, there are provisions to provide human assistance as well as give more time to solve the question-paper as compared to regular students.

Concluding Remarks :

The RTMNU is marching towards the completion of century of its glorious existence. The hundred years of academic journey of the university has seen the satisfactory progress in the context of its regional constraints. The university was built on the foundation of providing greater access for higher education to all and in particular to the socially and educationally unprivileged youth upholding the principle of social equity. Consequently the university provides various student-aid schemes to include the socially and educationally unprivileged youth and provide them with means to include them in the main educational stream. To keep pace with fast changing educational reforms, the university adopted flexible policies in its academic and administrative activities. Recent implementation of CBCS pattern and introduction of MOOCs as mandatory course programs can be quoted as an example for this.

The University has been and is in the continuous process evolution in terms of its systems, policies and processes. The University, as an organization has learnt a lot during earlier three cycles of accreditation and been able bring its systems and processes to this level by adhering to the norms and guidelines prescribed by various regulatory bodies including NAAC.

However, there is no end to this process of fulfillment. Still it has lots of potential for improvement, innovation and development. It is in this light, with a mission to further tone up administrative and academic machinery of the University, to achieve excellence so that the output of the University is tunable to the needs of the society. The University hopes to achieve its goals and objectives in terms of wider coverage of education, quality education for masses, gender equity and development of workforce commensurate with the need of the industry, commerce and society as a whole. The University look forward for seeking better and more comprehensive social accreditation, which will be based on value based judgment of an objective process of evaluation, assessment and accreditation. We hope to achieve this with a sense of mission combined with vision while remaining at the same time firm on the terra firma.