

## DECCAN GROUP OF INSTITUTIONS

Dar-US-Salam, Aghapura, Hyderabad – 500 001 Telangana  
(A Self-Financed Muslim Minority Technical Campus)

Estd. by: Dar-US-Salam Educational Trust, Hyderabad, Approved by AICTE, New Delhi  
Affiliated to Osmania University, Hyderabad, Recognized by Govt. of Telangana

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DET/DGI/AICTE/ACAD/DESIRABLE/27/2025

Dated: 09.12.2025

### CERTIFICATE

Deccan Group of Institutions, Hyderabad (PID No: 1-8641511) has registered on AICTE web portal: <https://parakh.aicte-india.org>, for implementation of **PARAKH** as per guidelines of AICTE, set up under NEP 2020 as the national standard-setting body for assessment and evaluation in school education. While PARAKH's mandate primarily covers school Boards and school-level assessments (foundational to secondary stages), DGI resolves to adopt and adapt the following PARAKH-inspired principles and practices in its institutional academic and evaluation framework:

#### **1. Commitment to Holistic and Competency-Based Assessment Principles**

- Promote assessment practices that value not only academic knowledge, but also competencies, critical thinking, application skills, and holistic development — in line with the competency-based assessment framework envisioned by PARAKH.)
- Encourage continuous evaluation, project-based learning, skill-development, and experiential components rather than solely relying on end-term examinations.

#### **2. Quality Assurance and Transparent Evaluation Framework**

- Maintain internal mechanisms for regular assessment, feedback, and record-keeping to ensure academic standards, transparency, and fairness.
- Adopt best practices of evaluation, documentation, and reporting to align with PARAKH's emphasis on reliability and validity of assessments.

#### **3. Inclusivity and Equitable Opportunities for All Students**

- Ensure that diverse learners — across disciplines (UG/PG Engineering, Computer Applications, Management) — have equal access to evaluation, learning support, and opportunities for holistic development.
- Encourage remedial support, mentoring, and skill-enhancement to address learning gaps.

#### **4. Institutional Commitment to Continuous Improvement & Innovation**

- Integrate feedback mechanisms, periodic reviews, and continuous quality enhancement in pedagogy and evaluation.
- Foster a learning environment that values not just academic performance but also practical skills, ethics, employability, innovation, and holistic growth.

#### **5. Awareness & Training on Assessment Reforms**

- Sensitize faculty and administrators about national-level education reforms like PARAKH and NEP, and encourage adoption of modern assessment and evaluation methodologies.
- Update our internal academic policies periodically to reflect evolving educational best practices.

#### **6. Declaration**

DGI has aligned its institutional academic and evaluation philosophy with the spirit of PARAKH and NEP, wherever applicable — thereby committing to quality, fairness, holistic learning, and continuous improvement.

The policy document for implementation of PARAKH is available on the institution website hyperlink: <http://www.dgi.org.in/Desirables.html>

**DIRECTOR**