



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN, DEVARAKONDA

TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR
WOMEN, DEVARAKONDA, HRD CAMPUS, DINDI ROAD, DEVARAKONDA,
NALGONDA,
508248

www.ttwrdds.ac.in/Devarakonda

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Telangana Tribal Welfare Residential Degree College for Women in Devarakonda was established in 2017, holds a distinguished place within the state's educational framework, guided by the comprehensive KG to PG Education policy by Government of Telangana. As a vital component of the Tribal Welfare Residential Educational Institutions Society (TTWREIS) Gurukulam, the college serves as a nexus of academic progress in Devarakonda Municipality. Nestled amidst the historic allure of the village, renowned for its majestic fort, the institution not only enriches local education but also stands as a beacon of cultural and intellectual prominence, drawing national acclaim.

For history enthusiasts, the Devarakonda Fort is an essential pilgrimage, offering a captivating voyage through time. Each facet of the fort reverberates with tales of courage, resilience, and triumph, narrating the saga of its rulers. The temples dedicated to Rama and Shiva, attributed to Maada Naidu's patronage, imbue the fort with a spiritual aura, accentuating its grandeur. Originally established in the 13th – 14th century by the Padma Nayaka Veluma Rajas, the fort reached its zenith under Maada Naidu's stewardship, evolving into a cultural oasis adorned with temples and architectural marvels, including stairways leading to Patala Ganga in Srisailam.

Endorsed under Section 2(f) of the UGC Act, 1956, and bestowed with the esteemed AISHE code C-61083, the college qualifies for central assistance, reflecting its steadfast commitment to upholding the exacting standards prescribed by the University Grants Commission (UGC). Through its unwavering focus on women's education, the college champions gender empowerment, particularly among marginalized tribal communities. With 356 enrolled students and a distinguished faculty comprising 23 lecturers, both permanent and guest, the institution fosters a dynamic academic milieu enriched by diverse perspectives and scholarly excellence.

Furthermore, the decentralization of academic and administrative operations has been credited for enhancing the efficiency of the institution. In essence, Telangana Tribal Welfare Residential Degree College for Women in Devarakonda embodies the government's overarching vision of educational inclusivity and societal upliftment. It stands as a catalyst for the empowerment and enlightenment of tribal women while fervently preserving and commemorating the rich cultural heritage of Devarakonda village.

Vision

OUR MOTTO:

Empowerment and Prosperity of Women through Education"

OUR VISION:

- To impart quality education to the students and empower them to use their academic, physical, mental, spiritual and emotional potential and channelize them for the welfare of the individual and the society.
- To Educate, Enlighten, Emancipate and empower the students from oppressed, suppressed and marginalized communities.
- To transform girl child into self-dependent, socially responsible women in today's highly competitive modern world.

Mission

OUR MISSION:

- To divulge adequate knowledge in the subject to the students.
- To make learning process stimulating, thought provoking and joyful.
- To create an environment conducive to excellent teaching-learning process.
- To bring out inventiveness and creativity among the students. To outreach and help every girl student outperform in the best possible way and cultivating their dreams of transforming themselves into the future citizens of the nation.

CORE VALUES:

- Women in Development
- Patriotism and National Integrity
- Institutional Social Responsibility
- Critical Thinking
- Sustainability
- Implementation of ICT Tools in Teaching Learning Process.
- Student self- help groups
- Student-centric approaches.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTHS:

- High rate of enrollment of girls from tribal communities.
- The institution caters to all the needs of underprivileged women students.
- The college has a conducive academic environment with ample space for a hostel, mess, and playground.
- Student-centric functioning with continuous mentoring and counseling through faculty.
- The college is affiliated with Mahatma Gandhi University, Nalgonda, which has a well-defined curriculum.
- Well-trained, research-oriented, experienced, dedicated, and energetic teaching faculty.
- The college is ISO certified.
- Students are offered a choice-based credit system for all programs.
- The college has well-qualified, high-spirited, competent faculty with a high level of dedication and adequate teaching experience.
- Decentralized administration with delegated authority to various committees for a quick decision-making process.
- High pass percentage in examinations compared to MG University results.
- The Entrepreneurship Development Cell acts as an incubation center and encourages innovative skills among students.

- Remedial classes for slow learners.
- The Career Guidance Cell motivates students for their careers.
- Service-oriented NSS unit with selfless volunteers with the motto "Not Me But You."
- NCC cell is established to incorporate values and ethics among the students.
- The local MLA and government representatives show keen interest in developing the college.
- ICT-enabled teaching.
- Excellent sports and recreation facilities for co-curricular and extra-curricular activities.
- Well-equipped infrastructure including library, laboratories, and computer lab.
- Internet facility.

Institutional Weakness

WEAKNESSES:

- Insufficient funds.
- Inability to introduce new courses due to the college's affiliated status.
- Need for strengthened infrastructure.
- Most students have poor communication skills and lack command of English, as they come from rural backgrounds.
- Inadequate research and development facilities.
- Weak placement activities by the institution

Institutional Opportunity

OPPORTUNITIES:

- Academic flexibility through continuously updating the curriculum to meet changing global demands.
- Promoting self-employment through skill development and the Entrepreneur Cell.
- Creating awareness among faculty and students about e-content programs like SWAYAM, MOOCs, NPTEL, etc.
- Strengthening alumni networking for better academic and placement activities.
- Soliciting proposals for grants from government and non-government funding agencies.
- Implementing e-governance for timely responses in the administrative section.

Institutional Challenge

CHALLENGES:

- Need for strengthened infrastructure.
- Inability to introduce new courses due to the college's affiliated status.
- Most students have poor communication skills and lack command of English, as they come from rural backgrounds.

- Inadequate research and development facilities.
- Weak placement activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Telangana Tribal Welfare Residential Degree College for Women, Devarakonda, demonstrates a strong commitment to effective curriculum planning and implementation, as evidenced by the following key points:

1. Effective Curriculum Planning:

The institution exhibits meticulous planning in curriculum development, utilizing academic calendars provided by TTWREIS Gurukulam and institutional-level annual plans in collaboration with departments. This ensures alignment with academic schedules and comprehensive coverage of subjects.

2. Diverse Certificate Courses and Value-Added Programs:

Over the past five years, the college has organized a variety of certificate courses and value-added programs aimed at enhancing students' skills and knowledge. These include bridge courses in all subjects, certificate courses in computer science, English, mathematics, and zoology, as well as value-added programs such as MSME - Embedded System, film-based skill courses, and big data information.

3. High Student Enrollment in Additional Programs:

The institution has achieved an impressive enrollment rate of more than 50% in certificate courses and value-added programs. This indicates a strong interest and participation from students in supplementing their academic learning with practical skills and specialized knowledge.

4. Engagement in Practical Field Work and Internships:

A significant percentage of students, approximately 43%, engage in practical fieldwork and internships as part of their academic curriculum. This hands-on experience enhances their understanding of real-world applications and prepares them for future career opportunities.

5. Regular Feedback Mechanism:

The college has established a systematic feedback mechanism involving parents, teachers, students, and alumni. This feedback loop enables continuous improvement in curriculum implementation by incorporating valuable insights and suggestions from stakeholders.

Telangana Tribal Welfare Residential Degree College for Women, Devarakonda, excels in curriculum planning and implementation, offering a diverse range of additional programs and providing opportunities for practical learning experiences. The institution's commitment to continuous improvement, as evidenced by its robust feedback mechanism, contributes to its reputation as a center of academic excellence.

Teaching-learning and Evaluation

Telangana Tribal Welfare Residential Degree College for Women, Devarakonda, is committed to providing quality education to its students, particularly focusing on tribal welfare. The college has implemented various student-centric methods to enhance teaching and learning experiences.

Enrollment Percentage and Reserved Categories:

The college has achieved an enrollment percentage of 67%, indicating a strong interest in education among the target demographic. Additionally, with 71% of seats reserved for students from disadvantaged backgrounds, the college ensures inclusivity and equitable access to education.

Student-Teacher Ratio and Faculty Qualifications:

Maintaining a student-teacher ratio of 1:24 allows for personalized attention and support. The college boasts a high percentage (91%) of full-time teachers, ensuring continuity and dedication in the teaching process. Moreover, 72% of these teachers hold qualifications such as NET, SET, or PhD, demonstrating a commitment to academic excellence and expertise in their respective fields.

Student-Centric Methods:

The college employs various student-centric methods, including buddy pairs, remedial classes for slow learners, seminars, field visits, projects, and student lecture programs. These methods foster active learning, critical thinking, and holistic development among students.

Grievance Mechanism and Examination Branch Issues:

Transparent grievance mechanisms are in place to address any concerns or issues faced by students promptly. Additionally, the examination branch operates efficiently, ensuring the smooth conduct of examinations and timely resolution of related matters.

Program Outcomes and Assessment:

The college adheres to the Program Outcomes (PO) and Course Outcomes (CO) as per the guidelines of the Mahatma Gandhi University (MGU). Student performance is evaluated rigorously, with a focus on achieving a high pass percentage. Currently, the student pass percentage stands at an impressive 96%, reflecting the effectiveness of the teaching and evaluation processes.

Telangana Tribal Welfare Residential Degree College for Women, Devarakonda, is dedicated to providing quality education and fostering the overall development of its students. Through student-centric methods, qualified faculty, and robust evaluation processes, the college aims to empower its students and contribute to their academic success and future endeavors.

Research, Innovations and Extension

Our institution has consistently shown a strong commitment to promoting research and innovation. This dedication is evident from the grants we have received from TTWREIS for minor research projects, which significantly support our research efforts. Through the combined efforts of Institutional Innovation Council and the Entrepreneurship Development Cell, we have created an environment that encourages innovative thinking and entrepreneurial skills. Our Research Development Cell and Entrepreneurship Development Cell are key in organizing seminars on research methods and intellectual property rights. These seminars provide essential insights and skills for advancing research.

Our Ph.D. holders and faculty members actively participate in national and international seminars and have published papers in UGC CARE-listed journals. Their contributions enhance our institution's academic reputation and provide valuable knowledge to our students and peers.

In addition to it we have 12 functional Mous which engage in various extension activities through clubs and collaborations with organizations such as NYK, Sakhi, Gramya, MKR, and local degree colleges. These partnerships and Memorandums of Understanding (MOUs) help us extend our impact, promoting community development and the dissemination of knowledge.

We also emphasize the importance of integrating the rich heritage of the Indian knowledge system into our activities through various clubs. This ensures that traditional wisdom is preserved and applied in modern contexts.

In summary, our institution's steadfast commitment to research, innovation, and community engagement through strategic initiatives and collaborations lays a strong foundation for ongoing growth and excellence in education and research. By continuously fostering an environment of innovation and entrepreneurship, and by actively participating in and organizing seminars and extension activities, we are dedicated to advancing knowledge and contributing positively to society.

Infrastructure and Learning Resources

Our institution has excellent infrastructure and learning resources to support both academic and extracurricular activities. We have 14 well-equipped classrooms and various special-purpose rooms, including five science labs, dedicated rooms for NSS and NCC, a staff room, a gym room, a panacea room, a kitchen, a store room, a seminar hall, and a TV room. In addition, we provide modern ICT facilities like an LCD projector and a digital board to enhance teaching and learning.

We offer a strong 100 Mbps Wi-Fi connection across the campus, ensuring all students and staff have easy access to the internet. To meet the computing needs of our students, we have 26 computers available for their use, and we use 12 additional systems for various office functions. Our library is well-equipped with a library management system and a digital library, accessible to students 24/7, providing a wide range of resources for research and study.

Our infrastructure also includes a biometric machine for efficient attendance tracking and an Uninterruptible Power Supply (UPS) backup to ensure continuous power. We provide spacious dormitories to comfortably accommodate our students.

We receive funds from TTWREIS for the development, augmentation, and maintenance of our physical facilities and for academic purposes. These funds help us keep our facilities up-to-date and in excellent condition, ensuring a productive learning environment for our students.

In summary, our institution is well-equipped with the necessary infrastructure and resources to support our students' educational journeys. From classrooms and labs to ICT facilities and a digital library, we provide a comprehensive environment conducive to both learning and personal development. Our strong Wi-Fi, ample computing resources, and dedicated spaces for various activities all contribute to a robust educational experience. With support from TTWREIS, we continue to enhance and maintain our facilities to ensure they meet the highest standards.

Student Support and Progression

Telangana Tribal Welfare Residential Degree College for Women is a boon which provides necessary assistance to students who are economically, socially backward from Tribal Community to empower the Holistic development of the Tribal women students. Once admitted in the college, the students are taken care of by providing various facilities in the form of amenities like Free education, accommodation, Food, cosmetic amount, free health services, facilities like free examination fee, free transportation uniforms, night suits, bedding, books, notebooks etc. The College Assists financial support to meritorious students to write entrance exams like CAT, IIT JAM, CUCET and Ph.D. etc, it receives endowments from philanthropists which are provided to the students who are pursuing higher education like IIM, Ph.D. The institution offers several Certificate courses like soft skills, language skills and ICT skills which helps the students to enhance not only their communication skills also to meet the global industrial requirements. E+ club, Healthy Thursday and Physical fitness programmes are part of the student day to day life as per the monthly Academic Calendar by Gurukulam. Students can address their grievances to the Grievance Celleither offline or online. The college has well established career Guidance cell, for guiding students towards a better career and providing coaching for higher Education, Employability and Entrepreneurship. Students have been guided by eminent academicians from various departments. The institution takes special efforts to improve student performance and large number of students have progressed to higher education and gainful employment. The college takes various initiatives to promote an inclusive environment by organizing cultural programmes and sports. Alumni association gives all-around support for the proper functioning of the College.

Governance, Leadership and Management

TTWRDCW Devarakonda has a transparent, inclusive, and accountable governance system, reinforced by bespoke policies and practices aligned with its vision, mission, and core values. Leadership emphasizes collaborative decision-making, supported by a well-structured, decentralized administrative framework shared by teaching and non-teaching staff.

Diverse committees aid strategic planning and policy implementation, including the IQAC committee, Academic Council, Finance & building Committee and the Staff Council as per the norms of TTWREIS, Gurukulam. Adherence to academic and exam-related operations in accordance with Mahatma Gandhi University, Nalgonda's guidelines, our Institution ensures consistency and fairness in academic assessments, thus promoting a conducive learning environment for students and facilitating efficient administrative processes. In the design and development of the institution, feedback from stakeholders including students, faculty, parents, and alumni is included.

The teaching and non-teaching staff recruitment occurs as per government mandates. The staff cadre strength and welfare strategies for both teaching and non-teaching staff reflect its outstanding human resource management practices.

In the areas of admission, attendance, examination and finance, the institution has effectively implemented e-governance. The college adopted DOST for admission, SAMS and bio-metric for student and faculty attendance, TS MESSGURU for diet management, FAS for finance and accounts.

Faculty are actively encouraged to participate in Orientation, Refresher, Professional Development Programs, and Short-term Courses to continuously improve their professional competency and expand their knowledge base.

Regular financial audits ensure fiscal transparency overseen by TTWREIS, Gurukulam.

IQAC serves as a cornerstone in shaping policies, crafting plans, and embedding quality through rigorous academic audits. It also drives the integration of ICT in teaching-learning dynamics, facilitates faculty appraisals, and nurtures strong stakeholder relations by actively gathering, analysing, and acting upon feedback, all in alignment with the Institution's overarching Mission and Vision.

Institutional Values and Best Practices

Our institution is deeply committed to upholding institutional values and best practices, focusing on gender equity, inclusiveness, safety, environmental sustainability, and student empowerment.

We actively promote gender equity and inclusiveness through awareness programs, rallies, and the celebration of various dedicated days. To ensure the safety of our female students, we have several measures in place, including an anti-ragging cell, CCTV surveillance, the Panacea Health Center, a Women Empowerment Cell, and an Entrepreneurship Development Cell. These initiatives not only ensure safety but also empower our students.

We are dedicated to energy conservation and waste management. To conserve energy, we follow a zero power consumption policy every Thursday. Our waste management practices include separating wet and dry waste, facilitated by the Gram Panchayat, and reusing water for watering plants. Green initiatives like "Healthy Thursday" and "Haritha Haram" help create a greener, plastic-free campus environment.

Our campus is inclusive and accessible, featuring disabled-friendly facilities such as ramps. We also pride ourselves on innovative best practices like the Sumidhi Student Bank. This bank, operated by students, allows them to collect deposits and issue loans, teaching valuable financial management skills and the importance of saving.

Another unique best practice is our "Student Adda" web podcast. Here, students showcase their talents by singing their own songs and posting them on the website. They also deliver oral podcasts about their subjects and various societal issues, with the entire process managed by the students.

Our institution's distinctiveness is highlighted by our 10 student self-help groups, which undertake various activities. This unique feature promotes collaboration, leadership, and practical skills among our students.

In summary, our institution is dedicated to fostering a safe, inclusive, and sustainable environment while empowering students through innovative practices and initiatives. Thank you for your attention.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN, DEVARAKONDA
Address	TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN, DEVARAKONDA, HRD CAMPUS, DINDI ROAD, DEVARKONDA, NALGONDA,
City	DEVARAKONDA
State	Telangana
Pin	508248
Website	www.ttwrdcs.ac.in/Devarakonda

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	A Shyamala	08691-241455	9010765025	-	ttwrdcgirls.deverak onda@gmail.com
IQAC / CIQA coordinator	G P Gnaneshwari	08691-9010765025	7981454582	-	rishikgnaneshwari @gmail.com

Status of the Institution	
Institution Status	Government and Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Telangana	Mahatma Gandhi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	28-07-2022	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN, DEVARAKONDA, HRD CAMPUS, DINDI ROAD, DEVARKONDA, NALGONDA,	Rural	10	32134.37

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Science, Data Science NON CBCS	36	Intermediate	English	40	7
UG	BSc,Science, Physical Sciences CBCS Mathematics Physics Chemistry Computer Science Economics Statistics	36	Intermediate	English	80	18
UG	BSc,Science, B.SC life sciences CBCS Botany Zoology Chemistry Microbiology Computer science	36	Intermediate	English	80	37
UG	BA,Arts,CB CS Mathematics History Economics Political Science Computer Applications English ML	36	Intermediate	English	40	17
UG	BCom,Com merce,Gener al NON	36	Intermediate	English	40	10

	CBCS					
UG	BCom, Commerce, Computer Application NON CBCS	36	Intermediate	English	40	25

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				40			
Recruited	0	0	0	0	0	0	0	0	1	21	0	22
Yet to Recruit	0				0				18			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						22
Recruited	0		10		0	10
Yet to Recruit						12
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	6	0	6
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	14	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	358	0	0	0	358
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	12	19	13	16
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	100	116	81	66
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	27	25	20	25
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	12	6	17
	Others	0	0	0	0
Total		140	172	120	126

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our institution believes in a well-rounded approach to learning, blending different subjects for a harmonious education. We introduced the Choice-based Credit System (CBCS) from 2021-22, giving
---	---

	<p>students the freedom to choose subjects they're interested in. This system encourages students to learn in a connected way and lets them take courses at their interest. With CBCS, students focus on core subjects each semester but can also choose additional ones from a diverse range, even if they're unrelated to their main field of study. It's about flexibility and personalizing education.</p>
2. Academic bank of credits (ABC):	<p>The university currently tracks students' academic credits, but the college needs to register for the Academic Bank of Credit (ABC) to store individual students' credit information. Our institution , hasn't registered for ABC yet due to a lack of instructions from our affiliated university. We plan to conduct awareness programs to inform students about the benefits of "multiple entries" and "multiple exits" during their undergraduate program. ABC serves as a reliable reference for checking any student's credit record at any time.</p>
3. Skill development:	<p>The university curriculum includes Skill Enhancement Courses for all programs, covering subjects like Computer Fundamentals, Environmental Studies, Communication Skills, Soft Skills, Basics of Computers and Automation, Public Health and Hygiene, Verbal Reasoning, Quantitative Aptitude, English Communication Skills, Personality Development, Professional Ethics, Gender, Human Values, and Environmental Sustainability. These courses aim to equip students with knowledge, values, and practical skills for employability.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Emphasizing the integration of Indian knowledge systems, our focus is on teaching in Indian languages and cultures through online courses. Faculty members are sensitized through UGC-led development programs, seminars, conferences, and workshops. Our curriculum incorporates Indian knowledge, culture, and traditions to preserve cultural developments, civilization values, and rich literature across fields. This approach aims to instill in students the significance of ethical decision-making for personal and societal well-being, promoting the idea of "doing what's right."</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-based education involves delivering a curriculum that aligns with students' skill and knowledge needs. Our faculty is well-trained in</p>

	designing such activities.. We strongly focus on student-centric activities and interactive teaching methods, ensuring an engaging learning experience. The curriculum from our affiliated university places a significant emphasis on evaluating students' performance at different stages, ensuring a well-rounded educational approach.
6. Distance education/online education:	Few of our faculty members were instructed to conduct online classes for all 22 sister institutions during the COVID-19 pandemic. Recognizing the need for flexibility, we have implemented a best practice of creating e-content. This enables students facing emergency issues and unable to physically reach the college to access educational materials online, ensuring continued learning opportunities.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The electoral literacy Club has been constituted in the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Chairman: Dr A Shyamala, Principal FAC Vice – Chairman: Dr K Prasanna Laxmi, Vice-Principal Club Co-Ordinator: K Chandra Shekhar (Lecturer in Political science) Members Ramya (BA) A Krishnaveni (B com) P Deepthi (BA)
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Innovative practices of the club: Conducting Student Council Elections in a Democratic Setup: We firmly believe that democracy serves as a potent tool in safeguarding our rights. To instill the significance of democracy and ensure transparency, we organize student council elections annually in a democratic framework. During this process, students actively participate in electing their representatives through a voting system, with those receiving the highest number of votes securing a position as council members. Election Process: A comprehensive election schedule is released jointly by the Electoral Literacy Club (ELC) and the Student Council, outlining the key stages of the election process: Nomination Phase: Students submit their nominations for various categories as specified in the schedule. Election Campaigns: Students, as part of the elections, organize and conduct campaigns to present

	<p>their candidacies effectively. Polling Day Arrangements: On the designated day of polling, a well-organized setup is arranged to facilitate smooth and efficient elections. Voting Process: Students exercise their right to vote on polling day. Vote Counting: After the voting process concludes, the counting of votes occurs. Importantly, this counting process is conducted transparently in front of the student body. Declaration of Results: The candidates who secure a majority of votes are declared elected members of the student council. This entire democratic process serves not only to select representatives but also to educate students about the fundamental principles of democracy. By involving students in every step, from nominations to the declaration of results, we aim to foster a sense of civic responsibility and awareness among the student community. The transparent and inclusive nature of these elections underscores our commitment to upholding democratic values within the academic environment.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Organizing skits and role plays: The ELC and Theatre Club collaborate on role plays and skits to raise awareness on electoral literacy. They jointly develop themes, conduct script workshops, and incorporate electoral concepts for engaging narratives. Both clubs encourage student participation, experiment with varied presentation formats, and adapt performances to different campus settings. ELC Survey in Adopted Village: The Electoral Literacy Club (ELC) and Department of economics jointly conducted a survey in our adopted village to gain insights into the community's needs and priorities. The survey focused on key aspects such as education, healthcare, and local infrastructure. ELC members engaged with villagers to collect valuable data, fostering a direct connection with the community. Using a structured questionnaire, the survey aimed to understand the socio-economic landscape of the village. Students involved in the survey process ensured transparency and encouraged voluntary participation. The collected data will be analyzed to inform future initiatives and projects that align with the needs identified by the community. This survey underscores ELC's commitment to grassroots engagement and contributes to a more informed and responsive</p>

	<p>approach to community development in the adopted village.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Voter Registration process: Electoral Literacy Club (ELC) collaborates annually with the Department of Computer Science to conduct the voter registration process for first-year students. This initiative is aimed at ensuring that every eligible student is allowed to participate in the democratic process through voter registration</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
140	172	120	126	141

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 40

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	22	21	15

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
51.75	119.95	115.15	97.50	61.10

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Telangana Tribal welfare residential degree college for women, Devarakonda (TTWRDCW) strictly adheres to the curriculum set by Mahatma Gandhi University, Nalgonda, and implements the Choice-Based Credit System (CBCS) as directed by the Telangana State Council of Higher Education (TSCHE). This ensures that students receive an education aligned with academic standards and industry requirements.

Well-Planned Academic Calendar:

The institution meticulously designs its academic calendar in accordance with the guidelines of the Telangana Tribal Welfare Residential Educational Society and the University almanac. Each semester consists of 90 days of theory classes, supplemented by internal assessments, assignments, seminars, and co-curricular activities. This structured calendar ensures thorough coverage of the syllabus.

Departmental Coordination and Planning:

TTWRDCW emphasizes coordinated planning among its academic staff. The Academic Coordinator, Vice-Principal, and department Heads convene meetings to formulate institutional academic plans for each semester. Action plans and lesson plans are tailored to the curriculum, ensuring a cohesive and structured teaching approach. Faculty members maintain teaching diaries and synopses to enhance curriculum delivery.

Continuous Internal Assessment and Evaluation Methods:

TTWRDCW employs a diverse range of assessment methods, including internal assessments, slip tests, seminars, assignments, group discussions, and projects. The academic calendar dictates timelines for classwork, internal examinations, and semester examinations, ensuring adherence to schedules. Co-curricular activities are integrated into the learning process to cater to different learning abilities.

Innovative Teaching Strategies:

Faculty members employ innovative and ICT-based teaching methods such as video lectures, presentations, workshops, and field visits to enrich the learning experience. These approaches not only engage students but also provide practical insights, enhancing their understanding of the subject matter.

Career Readiness Initiatives:

The Career Guidance Cell plays a pivotal role in preparing students for education, employment, and entrepreneurship through tailored programs and assessments. Regular tests, mock interviews, and workshops assess students' readiness for their future endeavours.

In conclusion, TTWRDCW, Devarakonda, ensures the efficient conduct of academic and administrative activities through regular meetings, record verification, and stakeholder feedback. By analysing feedback and implementing necessary measures, the institution remains dedicated to continuous improvement in curriculum delivery and overall educational quality.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 25

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 3.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	04	01	03	01

File Description	Document
Upload supporting document	View Document
Institutional data in the 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 in transacting the Curriculum

Response:

Integration of Cross-Cutting Issues in Curriculum

The amalgamation of cross-cutting issues relevant to gender, environment, sustainability, human values, and professional ethics in the curriculum creates awareness, conviction, and commitment to values among students. This integration aims to improve the quality of life and advance social and human well-being.

University Mandates and Curriculum Enhancement

The institution assimilates cross-cutting issues introduced by the university curriculum and through various activities of numerous committees and cells at the college level. Mahatma Gandhi University has incorporated Skill Enhancement Courses, Ability Enhancement Compulsory courses, and Generic Elective papers to incul

cate aesthetic sense among students. These courses include a common paper on Environmental Studies for first-year UG students and Semester Skill Enhancement Courses covering topics such as pollution remediation, organic farming, and rural development.

Committees and Cells Complementing the Curriculum

The institution has established various committees and cells to complement the university-mandated courses and enhance student learning:

Women Empowerment Cell (WEC): Focusing on empowering girls through programs like karate and Zumba classes, workshops on self-defense, and awareness campaigns on issues like eve-teasing and human trafficking.

Entrepreneur Cell: Encouraging aspiring entrepreneurs through workshops on skills like jute bag making, seminars on funding sources, and mentorship programs.

Eco Club: Inculcating eco-friendliness and environmental conservation through activities such as tree plantation drives, waste management efforts, and awareness rallies on issues like plastic pollution.

Institutional Counselling Service Cell: Providing emotional and mental support to students through regular workshops and counselling sessions.

Health and Hygiene/Swachh Gurukulam: Promoting cleanliness and hygiene through weekly campus cleaning activities and initiatives like Swachh Gurukulam involving various stakeholders.

Anti-Ragging Cell: Monitoring and preventing ragging activities in the college to ensure a safe learning environment.

Anti-Drug Cell: Organizing seminars to raise awareness about the harmful effects of drug consumption and ensuring a drug-free campus.

Creative Club: Encouraging creativity and innovation through activities focused on repurposing waste materials.

These committees and cells play a crucial role in enhancing the educational experience of students and promoting holistic development beyond academic learning.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 100

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

Response: 140	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

<p>1.4.1</p> <p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 67.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
140	172	120	126	141

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
280	200	160	200	200

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 70.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
139	160	114	107	139

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

2022-23	2021-22	2020-21	2019-20	2018-19
245	175	140	175	194

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 7.78

2.3 Teaching- Learning Process

2.3.1

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

Response:

Assessment and Recognition of Student Levels:

Students' knowledge and skill levels are assessed through the TGUGCET conducted by TTWREIS, with further recognition of slow or advanced learners achieved through classroom interactions and comprehensive examinations. Slow learners are identified and provided with tailored support.

Support for Slow Learners:

Special training sessions outside regular hours, increased study time, and assignment solving are provided for slow learners. Grouping slow learners with advanced peers facilitates peer learning, while encouragement to participate in various academic activities promotes holistic development.

Bridge Courses and Academic Planning:

Bridge courses on course basics are conducted alongside regular subjects after admission. Institutional planning, aligned with the university almanac, ensures a structured academic calendar, accommodating instructional dates, holidays, and evaluation components for each semester.

Teaching Methodologies and Technology Integration:

Theory courses are primarily taught through lectures, supplemented by electronic aids such as PowerPoint presentations, YouTube, and digital boards. Practice-based learning in laboratories, group discussions, quizzes, and assignments enhances students' learning experiences.

Online Learning and Skill Management:

Students manage their knowledge and skill acquisition through online platforms like "TASK," offering courses on employment and entrepreneurship. Additional programs like 'MATLAB' and 'FILM MAKING' provide practical learning opportunities. Participation in 'MANA TV' live programs enriches students' academic experience.

Participatory Methods and Mentorship:

Participatory methods such as seminars, group discussions, and question-answer sessions foster active learning. Each student is assigned a mentor who maintains records, provides support, and guides them in higher education and career paths, contributing to their all-round development.

Semester Planning and Evaluation:

Semester plans outline teaching topics, evaluation components, and activities, ensuring a structured approach to education. Performance evaluation through slip tests, quizzes, and internal assessments is meticulously maintained in marks registers.

Departmental Resources and Support:

Every department maintains its library stocked with reference books and previous years' question papers, enhancing students' access to resources for academic success.

In essence, our institution is dedicated to assessing, supporting, and nurturing students' academic and personal growth through comprehensive evaluation methods, tailored support systems, and a conducive learning environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

<p>2.4.1</p> <p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>Response: 91.26</p>											
<p>2.4.1.1 Number of sanctioned posts year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>24</td> <td>24</td> <td>17</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	19	19	24	24	17
2022-23	2021-22	2020-21	2019-20	2018-19							
19	19	24	24	17							
File Description	Document										
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document										
Provide Links for any other relevant document to support the claim (if any)	View Document										

<p>2.4.2</p> <p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></p> <p>Response: 3.19</p>											
<p>2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>0</td> <td>01</td> <td>0</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	01	01	0	01	0
2022-23	2021-22	2020-21	2019-20	2018-19							
01	01	0	01	0							

File Description	Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

There is continuous assessment system for the programs under different courses as part of the internal evaluation system. 20% weightage is given to internal evaluation while the external comprehensive evaluation has a weightage of 80%.Continuous evaluation is carried in terms of internal assessments, assignments,Lab(Practical)examination. Question papers for Internal Assessment are prepared by each department and two Internal Assessment Tests are conducted as per the University Almanac in a semester and the average marks of both Assessments is considered. External Examination is conducted at the end of the semester. Preparation of examination applications / registration is through online mode in the University website through the college login simultaneously nominal rolls are generated, maintaining of the chalangans . The marks memos are collected from the University .

Internal performance of a student is evaluated considering performance of a student is evaluated considering the performance of the students in all the academic components as per the courses and programs scheme. Every evaluation is shown to the students and the same is corrected , if any valid questions are raised.A student is allowed for a request for re-evaluation after the declaration of the Semester Results declared by the University in the University website. The external examination schedules are released by the university. All the remaining functions of the examination system are being recorded in the registers.

The students apply for Revaluation through the Examination Branch of the Institution to the University after the semester results if they are not satisfied with the marks they secured. The mistakes or any other issue pertaining to Hall tickets, Marks memos ..etc during the process of application, registration, issuing of hall tickets, internal marks entry , semester results are acknowledged to the University through the Examination Branch of the college and resolve the issue on time.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution plans and execute the objectives of course outcomes for all programmes offered in the curriculum. The outcome based system helps to develop abilities of the learners to face classroom and real life situations. The outcomes are measurable through the achievements of the students at the end of the completion of the program.

Following are the measurable objectives through which the learning outcomes are achieved for the Programmes offered:

*Dissemination of adequate knowledge in the subject to the students.

*To outreach and help every girl student out perform in the best possible way and cultivating their dreams of transforming themselves into the future citizens of the nation.

*Completion and revision of syllabus as per the academic plan to be achieved in that period of Course.

*Preparing students thoroughly for exams as per the university schedule.

*Review on the academic performance of the students at the end of the month by the Principal, Vice Principal.

*Provide information on higher education, career opportunities and create awareness among the students regarding EEE (Education, Employment, and Entrepreneurship).

*Information on entrance examinations and on Job opportunities with necessary coaching and guidance to the final year students.

*General studies, Arithmetic and reasoning classes for various competitive exams are conducted.

*Industrial and Botanical tours for the respective students of the science and commerce groups.

* To make them understand the concept and process of globalization and show basic understanding of subject matter related to marketing, ,finance, informationsystems, organizational behavior and commercial law.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The program outcomes are assessed with the help of course outcomes of the relevant courses through evaluation of examinations or observations of student knowledge or skills against measurable course outcomes.

*The knowledge and skills described by the course outcomes are measured in University Examination, internal exams and home assignment. At the end of each semester, university conducts examinations and based on the results published by university the course outcomes are measured.

Continuous assessments by the subject faculty make students free from exam fright and thorough about what they learnt.

Examinations will be in a systematic approach in institutional level which include: Weekly slip-tests , Assignments. Internal exams will be conducted as per MG University almanac.

Attainment of Programme is measured by direct method by the External Examination Result Analysis and indirectly through employment, Higher education, placements, achievements of the students of different programmes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 96.19

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
76	106	120	77	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
83	111	122	78	0

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.99

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	01	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college has created an ecosystem for innovation, including an incubation center and various initiatives for the creation and transfer of knowledge through the activities of various communities, cells, and departments. The Internal Quality Assurance Cell (IQAC) has established several cells such as the Innovation and Incubation Cell (IIC) and the Entrepreneurship Development Cell (EDC), comprising faculty members and students. These cells aim to mentor students and develop their innovative skills.

Innovation and Incubation Cell (IIC): IIC is focused on generating new ideas and technologies that increase productivity and generate greater output and value with the same input. Innovation involves putting ideas into practical reality. IIC has organized periodic seminars and interactions with entrepreneurs, investors, and professionals to create a mentor pool for student innovators. The IPR cell, operating under the innovative and incubation center, carries out various activities such as organizing special lectures, seminars, and IPR quizzes to raise awareness about intellectual property rights.

Indian Knowledge System (IKS): The college conducts seminars on technology, arts, and literature to raise awareness of the various fields within the Indian Knowledge System. The institution has a literary club, music and dance club, and eco club to engage in activities related to these fields, promoting cultural and traditional knowledge.

Ecosystem and Eco Club: The college's eco club works to create awareness about environmental issues and sustainability practices. It organizes activities and campaigns to educate students on the importance of ecological balance and conservation efforts.

Entrepreneurship Development Cell (EDC): EDC aims to develop awareness of entrepreneurship among students and enhance their creativity and innovative thinking skills. The goal is to transform students into employment creators rather than job seekers. EDC has organized seminars, training programs, workshops, and interactive sessions with successful entrepreneurs to inculcate innovative ideas among students.

Some specific activities under IIC and EDC include:

- Mrs. Lahari and her team conducted interactive sessions, providing innovative inputs about the beautician course.
- Mrs. Padma and Mr. Khan, an NGO coordinator, trained students in making jute bags with new ideas.
- Art Monkey organized a two-day workshop and training program on making flowers with stocking cloth, led by Mrs. Apurva Reddy and her team.
- Faculty members and students visited industries as part of field trips to gain practical insights.

Through IIC, students have opportunities to transform their new ideas into products and services. The college has created facilities to promote research and innovations. The Research Development Cell (RDC) deals with the facilities provided and efforts made by the college to promote a research culture. The college is committed to providing resources and facilities for innovation, incubation, and the transfer of knowledge.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	01	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	02	02	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

Over the last five years, the college has frequently organized extension activities and programs to expose students to community-based and experiential learning. These initiatives have encouraged students to engage with socio-economic issues and provided training for community development, aiming to make students aware of social issues and develop holistically.

Various clubs and organizations within the college, such as the NSS (National Service Scheme), Eco Club, Entrepreneurship Development Cell, and Outreach Club, have carried out these extension activities in nearby communities. Some notable activities include:

1. Awareness Rally: Organized by the Red Ribbon Club in association with NSS, students promoted awareness.
2. Clean and Green Program: NSS volunteers and students actively cleaned the college surroundings.
3. Yoga Awareness Camp: All students, along with NSS volunteers, participated to understand the benefits of yoga.
4. Medical Diagnostic Camp: Organized by NSS volunteers and Life Science students in Menampally village.
5. Azadi ka Amrit Mahotsav and Har Ghar Tiranga Abhiyan: Full participation by students.
6. World Charity Day: Students raised funds and donated for a day's food, fruits, and snacks to the elderly.
7. World Literacy Day: Students participated in programs highlighting the importance of education and literacy.
8. NSS Day: Students joined in an awareness rally.
9. Ekta Diwas: Activities and a 2K rally saw enthusiastic student involvement.
10. AIDS Day: Students participated in an awareness rally and presented posters.
11. World Human Rights Day: Students participated in an awareness rally.
12. Farmers Day: Students visited fields, interacted with farmers, and participated in an awareness rally.
13. International Yoga Day: In collaboration with NSS, NYK, and DSA, students and faculty learned

about yoga's importance and benefits.

14. National Sports Day: Students and NSS volunteers participated in an awareness rally.

15. Swachhata Hi Seva Program: Students cleaned the college premises.

16. Haritha Haram and Swachh Bharat Initiatives: Students engaged in activities promoting cleanliness and environmental protection.

17. Various NYK Programs: Students participated in multiple programs organized by Nehru Yuva Kendra.

Through collaboration with organizations like Nehru Yuva Kendra, Devarakonda Sports Associations, Lions Club, and others, the college has effectively sensitized students to various social issues. These activities have increased student awareness of environmental protection, gender issues, health and hygiene, women entrepreneurship, consumer rights, and more. This engagement has significantly contributed to their holistic development, providing them with a broader understanding of societal challenges and the skills to address them.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

The first-year students of our institution has participated in a traditional dance competition conducted by the District Youth and Sports Academy, Nalgonda, in association with NYK. The event saw participation from students of various colleges across the entire Nalgonda district. All participants showcased immense talent and energy, performing their dances with great enthusiasm and spirit.

Our college students stood in first among all the groups with their mesmerizing and energetic performance. Their dance captivated the judges, audience, and fellow participants, leading them to win the first prize at the district-level Youth Festival, held on January 4, 2023. This victory not only encouraged the students but also brought significant fame to our college at the district level. The best-performing dance group was awarded a memento and a participation certificate, further recognizing their exceptional talent and hard work.

In addition to this achievement, our college students also participated in another prestigious dance competition conducted by Nehru Yuva Kendra, Nalgonda, Telangana. This event took place on March 16, 2023, at the district level, where our students once again demonstrated their superior dance skills. Competing against various other college groups, our students emerged victorious, securing the first prize. This accomplishment came with a cash prize of 5000 rupees, which was awarded to the top-performing group.

The consistent success of our students in these competitions highlights their dedication, talent, and the quality of guidance they receive from the college. Their active participation and outstanding performances have not only earned them individual accolades but have also elevated the college's reputation in the district. Each participant received a certificate of participation, acknowledging their effort and contribution to the events.

These achievements have been a source of immense pride and motivation for the students and the college community. The awards and recognition received by the students have inspired them to strive for greater heights and continue to excel in their future endeavors. The support and encouragement from the college administration have played a crucial role in nurturing the talents of the students, providing them with opportunities to showcase their abilities on prominent platforms.

The series of successes in traditional dance competitions has underscored the importance of cultural activities in the overall development of students. It has also highlighted the vibrant cultural heritage that the students bring to life through their performances. The college remains committed to fostering such talents and providing a conducive environment for students to pursue their passions alongside their academic pursuits.

In summary, the first-year students of Telangana Tribal Welfare Residential Degree College for Women, Devarakonda have demonstrated exceptional talent and enthusiasm in traditional dance competitions at the district level. Their victories, marked by first prizes and significant cash awards, have brought fame and recognition to the college. These accomplishments are a testament to the students' hard work, the college's support, and the rich cultural legacy that the students represent.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	09	0	01	0

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

3.5 Collaboration

3.5.1

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

Response: 11

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The academic progress of the college is linked with the availability, utilization and upgradation of infrastructure and physical facilities.

The college has adequate infrastructure and physical facilities. The details of infrastructure and other facilities are as follows:

? The college consists of 14 spacious classrooms with proper ventilation. The classrooms are equipped with furniture.

? The college has five science labs which are adequately equipped (Botany, Chemistry, Physics, Microbiology and Zoology)

? The computer lab comprises of 30 computers with internet facility and accessible to the students.

? The ICT infrastructure includes one LCD projector in the seminar hall. Smart board facility is also available. The library is partially automated and it has computers with internet facility. Reading facility is also available for the students and the faculty members in the library.

? The college has Incubation centre to promote research, innovation and enterpreneurship skills among the students.

? The college has separate room for Principal, Vice-Principal, Staff, Office staff etc. Each room for IQAC, NSS, NCC, Incubation Centre etc.

? Other facilities available in the college are Wellness Centre and sick room facility, Dining hall, Mess and kitchens, large and spacious playgrounds, RO water plant, Inverter, Biometric system, Fire extinguishers etc.

? The college has incinerator and vending machine facility.

? The college has residential hostel facility and the campus is Wi-Fi enabled.

- ? The college has open auditorium and stage to conduct assembly and other activities.
- ? A public addressing system is used to make announcements.
- ? The college is under the surveillance of CCTV.

Facilities for cultural and sports activities, gymnasium, yoga center etc.

The college has an auditorium and seminar hall to conduct cultural programs. Seminar hall has Audio-Visual facilities to conduct all cultural activities and competitions. The cultural committee and literary club encourages the students to actively participate in the competitions and events held within the campus as well as outside the college.

In the college, Physical Director looks after physical exercise and other activities to keep the students fit and healthy. The students are encouraged to participate in University Inter College Tournaments, Inter University, State and National level competitions in which the students have won many prizes, mementos, medals etc. along with participation certificates. The students are provided with training for indoor games and outdoor games. The students utilizes the seminar hall and the playgrounds for indoor games like chess, carroms etc. The playgrounds are used for the purpose of training and practicing of outdoor games/sports like Kho-Kho, Kabaddi, Volley ball, Athletics, Football etc.

Gymnasium is well-equipped and also utilized by the students and faculty members for maintaining health and physical fitness.

In the college, Yoga center was established to provide Yoga training for the students and the faculty. The students are motivated to do yoga regularly. International Yoga day is organized every year in the college. The large and spacious playgrounds are used to conduct yoga training, self-defence training and other activities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 6.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.2189	19.68048	3.87306	2.5856	0.69434

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library plays an important role in encouraging and promoting the process of learning and gaining knowledge. As a learning resource of the college, the library has adequate infrastructure and facilities to provide a platform for the students to acquire information and knowledge in various fields. The library plays a key role in improving the quality of academic programs. Besides, the quality of academics, the library has a vital role in promoting education, research, personality development, ethics and moral values.

The library was started with the establishment of the college in the year 2017. The development of the library has been started with procurement and purchase of academic books and other books. The library had books to meet the academic requirements of the faculty and students. The library is equipped with computers and internet facility so that the students have access to the e-content like short videos, video lectures etc. of the college and also to other e-resources. The library is fully automated with NewGenLib Integrated Library Management System of version 3.1.1 developed by Verus Solutions. We are going to have the subscription to e-resources like e-books, e-journals etc.

Every year we purchase the books for the development of the library. The college library has purchased academic books, reference books, competitive books, Entrance tests books, magazines etc. The college Library has a good collection of books like different UG courses books, reference books, journals, periodicals, books for competitive examinations, books for Entrance tests, books written by great people and also books contributed by other people. The collection of books includes subjects like English literature, Pure Sciences, Life sciences, Arts, Telugu literature, History and Social Sciences. The library has Telangana State Journal of Residential Education. The students have facility to refer various books,

magazines, dictionaries, story books and daily newspapers.

- ? The library books are made available to the students to improve their knowledge.
- ? The library is kept open every day from 9:00 AM to 5:00 PM.
- ? The library also maintains Question papers of all streams for reference.
- ? The students gather current affairs from daily newspapers.
- ? The librarian maintains all the required records of the library.
- ? National Library week is celebrated in the month of November every year. During the Library week, Books Exhibition is organized in the library.
- ? The college library is ready to provide all resources to all its stakeholders to improve the quality of academics.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college upgrades the IT infrastructure and facilities whenever required. During the academic year 2017-2018, the college started providing internet facility to available computers in order maintain IT infrastructure and the bandwidth was about 10mbps. The Office room was comprised of two desktops with internet facility and a printer. The computer Lab has equipped with ten desktops and internet facility for undertaking academic, co-curricular and other activities.

In 2019, IT infrastructure was upgraded with the procurement of 20 desktops, LCD Projector and 10mbps internet speed. The computer lab was upgraded and there were 30 desktops with internet facility. The students and the faculty have access to LCD projector and also computer lab for better teaching-learning process. Later, the internet bandwidth was upgraded to 15 mbps. The quality of teaching and

learning process has improved with upgraded IT infrastructure and internet facilities.

Now the college has good IT infrastructure and sufficient bandwidth for internet connection. The details of IT infrastructure and bandwidth for internet connection are as follows:

? The college has recently upgraded the bandwidth for internet connection from 15 mbps to 100 mbps.

? The office room has two desktops and internet facility with UPS backup facility also. The office systems have UPS backup due to inverter. There are two printers – 1) black and white printer 2) Color printer

? The library has computer systems which are enabled with internet facility. The students and faculty members have access to the e-resources like short videos, video lectures, e-books etc.

? Seminar hall has enabled with IT infrastructure like LCD projector and desktop with internet facility. In the seminar hall, the students and faculty have facilities of ICT classes, power point presentations, online classes, video conferences, online meetings etc.

? The college has one smart board enabled classroom with internet facility.

? The Examination branch is equipped with IT infrastructure and internet facility.

? There are 30 desktops in the computer lab with UPS backup and internet facility.

? The college has an active website. The college website displays the latest notifications.

? The college has Biometric system for students and staff.

? The college is under CCTV surveillance.

? The college is enabled with Wi-Fi facility.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 5.38

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

Response: 26	
File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

<p>4.4.1</p> <p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>Response: 57.28</p> <p>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)</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>34.3416</td> <td>40.86155</td> <td>34.13139</td> <td>88.81472</td> <td>57.01507</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	34.3416	40.86155	34.13139	88.81472	57.01507
2022-23	2021-22	2020-21	2019-20	2018-19										
34.3416	40.86155	34.13139	88.81472	57.01507										
File Description	Document													
Institutional data in the prescribed format	View Document													
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document													

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 92.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
142	118	130	152	108

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Institutional data in the prescribed format	View Document

5.1.2

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

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

Response: C. 2 of the above

File Description	Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
140	172	120	126	141

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

5.1.4

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

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

Response: C. 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students’ grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 11.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	07	12	12	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	126	141	77	0

File Description

Document

Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)

[View Document](#)

List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.2.2

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

Response: 0

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	06	0	03	0

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 5.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	05	05	03

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

5.4 Alumni Engagement

5.4.1

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

Response:

There is a registered Alumni Association for the alumni members of our institution and it was named “TRIDWAA- Tribal Residential Institution Deverakonda women’s Alumni Association”. It was registered with the District Registrar of Societies, Nalgonda , under Registration No. 243 of 2022, dated June 10, 2022 (under the provision of Telangana Societies Registration Act.2001.)

The committee was made up of the president, vice president, General secretary, Joint secretary, treasurer, and executive members. One of our senior faculty serves as ARC- Alumni Research Coordinator. The institution is proud of its alumni members, who were very successful in their careers in both public and private sectors after completing their graduation from our college. The primary aim of the alumni association is to serve as a connecting link between institution and the society. Alumni association mainly serves to foster connections among graduates, support the alma mater, promotes networking opportunities, ultimately contributing to the overall success of both alumni and institution. Alumni engagement leads to lifelong relationships, by helping the current students choose the right career stream, internships and placements by providing reference.

Whatsapp group was created for all alumni of college through which alumni students connects with the institution. IQAC organizes Regular meetings both in physical and virtual mode with Alumni

association and ARC in which members share opinions and give inputs in academic and administrative issues through feedback format.

ARC of our college initiated the alumni registration process through which all passed out students are registered by paying registration fee.

Every department maintains a data base of alumni which is updated regularly to know their present status.

The fund collected will be utilized for welfare of college.

Inputs will be taken from alumni on curriculum designing

Contributions of alumni are as follows:

- Career guidance was given by Ch.Navya, who got placed in mass mutual company, Hyderabad.
- P.Mounika(2019-2022), placed in QC at MSN LABS, Shamshabad, had given guidance to life science students regarding job opportunities in laboratories.
- Our alumni D.Sangeetha , MB.Z.C (2017-2020) , completed her M.SC chemistry in HCU, has given motivation and guidance to students on“Tips to crack CSIR-NET & SET exams.”
- Alumni of 2019-22 batch named M.Jyotsna, Akhila, and G.Mounika trained students in Zumba through videos.
- Alumni provides counsel to present students.
- Alumni engages in various outreach activities of our college like awareness camps, outreach programmes, etc.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our institution has robust governance system, driven by inclusive leadership, echoes our Vision and Mission, fostering decentralized management and active involvement of both teaching and non-teaching staff for seamless administrative and academic operations.

Our Vision:

- To Educate, Enlighten, Emancipate and empower the students from oppressed, suppressed and marginalized communities.
- To transform girl child into self-dependent, socially responsible women in today's highly competitive modern world.

Our mission:

- To divulge adequate knowledge in the subject to the students.
- To make learning process stimulating, thought-provoking and joyful.
- To create an environment conducive to excellent teaching - learning process.
- To bring out inventiveness and creativity among the students.
- To outreach and help every girl student outperform in the best possible way and cultivating their dreams of transforming themselves into the future citizens of the nation.

Core Values:

- All-round development of girl students.
- Promoting Social Impact
- Cultivating Analytical Skills and Collaboration
- Implementation of ICT Tools in Teaching Learning process.

Decentralization and Participative Management

Under the leadership of the Principal, the institution adopts a decentralized approach, involving teaching and non-teaching staff in both academic and administrative responsibilities. Specific roles and responsibilities are allocated to various staff members, promoting participative management.

Academic and Administrative Responsibilities

Faculty members are assigned various responsibilities, including curricular, co-curricular, and extra-curricular activities, alongside involvement in building and purchase committees. Office staff handle finance, admissions, and certificate issuance, ensuring smooth administrative operations.

Institutional Planning

The Academic Coordinator and Vice-Principal convene meetings with department heads, IQAC coordinator, and the Principal to prepare institutional academic plans. IQAC coordinates strategic plans for overall development.

Student Support Systems

Various committees such as the Student Council, Anti-ragging cell, and Grievance cell serve as support mechanisms for students, addressing their concerns promptly. Additionally, committees for public relations and RTI ensure transparency and community engagement.

Admission Process

During admissions, staff members participate in committees counselling students on various aspects, ensuring a smooth transition into the institution. Verification of certificates and online TC issuance are efficiently managed by the Admission Committee.

Facilities Management

Facilities such as sports, library, and health services are managed by dedicated staff members. The Physical Director oversees sports activities, while the Librarian handles book procurement and maintenance. The PANACEA health centre prioritizes student health, offering prompt treatment and regular check-ups without financial burden on students.

Quality Assurance

The Internal Quality Assurance Cell (IQAC) ensures quality initiatives are implemented effectively. Stakeholder feedback is collected regularly and analysed to enhance academic quality. Student surveys and stakeholder input inform policy revisions and improvements.

Overall, our institution's governance structure embodies transparency, inclusivity, and efficiency. Through decentralized management and participative leadership, we strive to uphold our vision, mission, and core values, ensuring the holistic development of our students and the fulfilment of our educational objectives.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Our Institution fall under the aegis of Telangana Tribal welfare residential educational societies (TTWREIS), Gurukulam supported by Government of Telangana. The Institution follows government policies laid down by the Department of Higher Education, Government of Telangana. With the approval from Secretary, TTWREIS, all the academic, administrative and financial matters were functional.

Based on the instructions received from Secretary; the Principal in consultation with the staff council manages the day-to-day affairs in the college. Senior faculty are designated as Vice-Principal to support the administration and academics. The roles and responsibilities of various bodies are well defined in order to ensure accountability.

The admissions are done to the eligible candidates as per norms/rules amended by the Government/UGC/University by the DOST committee comprising teaching and non-teaching staff. The office administration is computerized to deal with the accounts, students' requirements like attendance, mess, examinations and other related activities. The HoDs, IQAC coordinator harmonize with the convenors and members of Committees/Cells/ Clubs/Associations for effective management of curricular as well as co-curricular and extracurricular activities. Decision-making powers are delegated to various levels in the organizational hierarchy to foster decentralization. Frequent meetings were conducted to ensure a seamless and hierarchical process with appropriate SOPs. The Head of the Institution and IQAC coordinator regularly discuss the issues and pass resolutions for the college's development activities.

Appointment, service rules and procedures:

The faculty members are appointed either by direct recruitment through TSPSC or TREIB. The State Government service rules and University Grants Commission guidelines govern the staff's recruitment and services. The Contract/out-sourcing non-teaching staff were allocated by the District Commissioner. The Guest lecturers were selected through demo and interviews by HO, Gurukulam or Regional Coordinators. Several subordinate staff, cooks, scavengers, sweepers are selected from Nalgonda locality by Joint Collector (JC) along with Regional Coordinator, Nalgonda through tenders by agencies. Their salaries are funded by the institution.

The strategic plan was deployed by taking the following into the consideration:

- Vision and Mission of the college.
- Core values
- SWOC of the institution
- Monthly academic Calendar sent by HO, TTWREIS, Gurukulam.
- Almanac of Mahatma Gandhi University
- Academic calendar of the institution.

- Student requirements
- Feedback from primary stakeholders.
- Future plans of the college.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The organization has developed initiatives aimed at promoting the welfare of both teaching and non-teaching staff, with the goal of improving their overall well-being and increasing efficiency.

Monetary welfare measures for teaching and non-teaching staff:

Pensionary benefits are provided to permanent teaching staff through Contributory pension scheme. The CPS is mandatory, where the employee contributes 10% of their basic salary and DA and the state Govt, contributes an equal amount to their CPS account.

General welfare measures:

Leaves:

Employees have access to a range of leave options, including casual leave, special casual leave, half-pay leave, earned leave, and extraordinary leave.

Additionally, five optional holidays are granted.

Female employees receive 5 special casual leaves annually, and they are entitled to a six-month maternity leave, while male employees are granted a fifteen-day paternity leave.

Women employees also have the provision for 90 days of childcare leave.

Special leaves are available for individuals coping with specified illnesses.

Faculty members benefit from on-duty(OD) facilities for Faculty Development Programs, orientation courses, refreshers, workshops, seminars, paper presentations, and exams extension lectures, NCC and NSS camps, practical examiner duties, evaluation duties.

Other effective welfare measures include:

Counseling sessions like POISE program on stress management to enhance the physical and mental well-being of faculty members.

The institution prioritizes the holistic development of its staff, offering yoga, workout and Zumba dance sessions, cultural events.

Health initiatives include blood tests, free eye camps for faculty members and non-teaching staff.

Performance Appraisal System (PAS):

A robust 360-degree Performance Appraisal System (PAS) is implemented annually to assess the performance of teaching and non-teaching staff. On the occasion of Teacher's Day, best teacher will be felicitated based on the appraisal metrics.

The evaluation considers self-appraisal submissions, feedback from students, department heads, deans,

and the principal. Self-appraisal metrics encompass educational and additional qualifications, teaching and research experience, roles and responsibilities, research publications, completion of online courses like SWAYAM, MOOCS, NPTEL, class result analysis, and guidance provided in research projects.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 2.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	0	0	0	0

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

6.3.3

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

Response: 29.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	21	18	0	0

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

TTWREIS, Gurukulamis the major source in providing funds for the holistic development of the educational institution. These funds are specifically directed towards initiatives that benefit socio-economically backward tribal communities and contribute to their educational advancement.

TTWREIS mobilizes funds for various essential areas, including the payment of examination fees and

transport charges. Additionally, funds are allocated for the procurement of amenities such as uniforms, shoes, track shoes, sportswear, night dress, blankets, trolley bags, notebooks, textbooks, plates, bowls, cots, and mattresses. The mobilization extends to purchasing ICT and learning materials, encompassing projectors, smart interactive boards, LCD TVs, and computers. A cosmetic allowance of Rs. 90 per month is provided to address the basic needs of women students, including soaps, hair oil, and sanitary pads. Furthermore, funds are dedicated to meeting mess/diet charges, ensuring comprehensive support for the well-being and educational needs of the students.

At institutional level, the requirements are received from the approval of heads of the departments. The purchase committee seeks quotations from vendors for the purchase of practical records, library books, magazines, periodicals etc. The quotations are scrutinized before a final decision is made based on parameters like price, quality, terms of service, etc.

Some funds are mobilized through donations by NGOs, CSRs, stakeholders for procurement of infrastructure.

The institution is dedicated to enhancing academic infrastructure, covering laboratories, equipment, classrooms, furniture, ICT facilities, and the library, fostering a dynamic learning environment.

The Institution embraces sustainable campus practices, incorporating renewable energy for an environmentally friendly setting. Rigorous financial auditing ensures transparency and fiscal integrity.

Physical infrastructure is optimally utilized for various activities beyond regular hours, maximizing multifunctional potential. The library extends services beyond standard hours, promoting continuous learning.

Financial Audits:

Following receipt of the grants, the principal diligently follows established procedures involving various committees such as the Building Committee and purchase Committee to ensure that the funds are eventually disbursed to the appropriate person or department. For all expenses incurred, the office obtains "Utilization Certificates."

The Staff Council of the college engages in thoughtful deliberations and formulates resolutions pertaining to the allocation and utilization of funds from the accumulated reserves.

To ensure transparency in financial resource utilization, the college's accounts are audited on a regular basis. Institution's financial and operational facets were carried out consistently through audit process by audit team appointed by HO, TTWREIS Gurukulam. Funds from external agencies undergo auditing by a chartered accountant.

Upon receiving audited utilization certificates, income and expenditure statements, and bills, respective bodies conduct fund utilization audits. Prompt rectification of audit team objections occurs, with clarifications communicated to the relevant audit departments, Regional coordinator in Nalgonda, and HO. Essential financial records, including ledger books, utilization certificates, staff salary statements, and related accounts documentation, are meticulously maintained in the office.

File Description	Document
Upload Additional information	View Document
Provide Link for 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Internal Quality Assurance System

Integrating quality assurance procedures and strategies throughout our organization has been made possible in large part by the Internal Quality Assurance Cell (IQAC).

- Academic Calendar and Annual Action Plan:

In the beginning of every academic year, IQAC Coordinator along with the Academic Coordinator and vice principal prepares the Annual Academic Calendar in accordance with the Academic Calendar issued by the Gurukulam and Almanac issued by the affiliating University.

- Feedback mechanism:

Every year Feedback is collected from the various stakeholders such as students, parents, alumni, and faculty and is analyzed and action is taken to address the issues in teaching, learning and evaluation.

- Organizing orientations and seminars for the students:

The IQAC conducts the Induction Program every year for all the first-year students to make them aware of the academics, physical facilities, learning resources and vision and mission of the college. The impact program is conducted to create awareness about the student achievements of the college.

- Collaborations through MOU:

IQAC has initiated various MoUs at the institutional level to have more involvement of the community in the student learning process

- Entrepreneurship Development Cell: EDC has been established as an incubation center for new entrepreneurs. Action for Rural Development, an NGO is playing a mentor role in organizing various entrepreneurship programs

- Evaluation of POs, PSOs, COs:

The IQAC encourages all the staff members to inform the students about Program Outcomes, Program Specific Outcomes, and Course Outcomes to give a crystal-clear awareness about the program and course.

- Analysis of semester results.:

The review of the examination results helps in the assessment of the Departments and faculty members of concerned subjects. This enables to ascertain whether the course outcomes are achieved or not and steps can be initiated in the form of remedial coaching to the slow learners.

- Mentor-Mentee System:

The mentor-mentee system has been effective in the college through which the Mentor act as a loco parent to assess the potentialities of the students and gives suitable suggestions for their all-round

development.

• Capacity Building Initiatives:

1. Career Guidance cell

2. Departmental activities
3. Music and dance club

4. Community outreach cell
5. Field visits

6. ICT innovations

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Our institution is committed to gender equity and the empowerment of tribal women, implementing various initiatives to create a safe, inclusive, and supportive environment. These efforts are driven by our Women Empowerment Cell (WEC), Institutional Counselling Services (ICS), Internal Quality Assurance Cell (IQAC), and other departments.

- **Gender Equity and Inclusiveness Initiatives:** Regular awareness programs, seminars, and workshops are conducted to promote gender equity. Campaigns like "Save Girl Child" raise awareness and action. Students receive education on laws protecting women, including the POCSO Act, Abolition of Child Marriages, and Dowry Act.
- **Collaborations:** We partner with organizations such as Sakhi-One Stop Centre, Gramya Bridge School, Lions Club, and Action for Rural Development Society to support women in becoming better entrepreneurs.
- **Events Promoting Gender Equity:** We celebrate Girl Child Day, International Day to Prevent Violence Against Women, Anti-Ragging Day, Savithri Bai Phule Birthday, and Women's Day to promote gender equity.
- **Safety and Security Measures:** A grievance redressal committee and an anti-ragging cell address student concern promptly. Security guards are stationed at the main gate, and surveillance through CCTV is monitored by the principal. Campus access is restricted to ensure student safety, with specific visitation rules and monitored entry/exit.
- **Health and Wellness:** Our health centre is equipped with necessary medical supplies, including beds, a weighing machine, a first-aid kit, and a sanitary pad vending machine. An Auxiliary Nurse Midwife (ANM) is available 24/7 to monitor and support students' health, with chronic cases referred to the health command centre, PANACEA. We run awareness programs on health issues like Thyroid, PCOD, and menstrual hygiene. Special diets are provided for sick students, and regular deworming and vaccination schedules are maintained.
- **Fitness and Self-Defence:** A well-equipped gym promotes physical fitness, while karate and yoga training build physical and mental strength.
- **Skill Development and Entrepreneurship:** WEC organizes workshops on paper flower making, beautician courses, and mehndi designing to encourage self-dependence. A dedicated Women Empowerment Room offers a resting space for feeding mothers. Workshops are held with skilled entrepreneurs on origami, jute bag preparation, and other crafts.
- **Cultural and National Integrity:** We celebrate national events like Independence Day, Republic Day, and Constitution Day to foster national integrity. Cultural events like Bathukamma and Sankranthi promote cultural unity, and indigenous tribal celebrations like Sant Seva Lal Jayanthi

and Teej preserve our students' cultural heritage.

- **Institutional Support:** The student council addresses student problems and guides them in academic, co-curricular, and extracurricular activities. The health committee monitors student health and promotes improvement. Institutional Counselling Services offer support to low-esteem students.

In summary, our institution ensures the holistic development of our tribal women students through comprehensive measures, empowering them to become proud and self-reliant citizens. By fostering gender equity, supporting health and wellness, encouraging skill development, and celebrating cultural and national events, we create an environment where every student can thrive and succeed.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

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

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The

institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

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

Response:

Our institution prominently strives for the development of indigenous women. As most of the students are admitted from tribal background like Lambadi, Chenchu, Koya, etc., It is a challenging factor to provide inclusive environment for all the student communities present in the institution. Keeping in view of this aspect, several initiatives have been taken to promote tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic, and other diversities at the college level.

Council elections were conducted in a transparent manner to promote leadership qualities among students and to develop harmony among various communities present in the institution. National festivals like Independence Day, Republic Day were celebrated. Festivals which protect cultural heritage of indigenous tribes are celebrated in a distinguished way (Teej, Jan Jatiya Gaurav Diwas, and Sant Seva laljayanthi). Other national and international days of importance such as National Youth Day, National Unity Day, International Yoga Day, Ambedkar Jayanthi, Hindi divas, Telugu Bhasha Dinotsavam and are celebrated to bring patriotism among students. Freshers Day and Farewell Days are celebrated every year with a lot of happiness and excitement, promoting harmony among students. Literary competitions like essay writing and elocution were held for students in different languages like Telugu, Hindi, and English. During "Azadi ka Amrith Mahotsav," which marked 75 years of independence, many activities

were held. Regional festivals like Sankranti, Ugadi, Holi, Ganesh Chavithi and Bathukamma, Diwali were celebrated with great delight. Creative club of our institution encourages our students to prepare ecofriendly clay Ganesha idols, Diyas, etc. Uniform to students is made mandatory to avoid social and financial discrimination. Equal opportunities were given to all the students by NSS & NCC, through which they participate in various activities like plantations, awareness rallies, swatch Bharath campaign, which develop qualities like volunteer ship, coordination and cooperation. Through E+ club and literary club, students were made to learn fluent English through various activities like JAM, storytelling, Debates, which will vanish the linguistic barrier among students and students develop self-confidence. Students were sensitized with the rules of constitution by providing awareness on fundamental, rights, fundamental duties, acts related to women, children etc. Sensitive students were given counselling through ICS (Institutional Counselling Services) of our institution and make students equally competent with others. All the staff and students adhere strictly to the code of conduct prescribed by the gurukulam. To promote social responsibility among students, pledge will be taken on Democracy Day, voting day, constitution day. By Mentor- Mentee system, every teacher acts as a loco parent and takes care of their wards in every aspect for their overall development. To develop empathy towards others, we had organized fund raising in our institution and donated one day meals to old age people in Mallepally on charity day. To inculcate aesthetic sense towards nature, we organize programmes like, Mera Mati Mera Desh, Bathukamma preparation, field visits, etc. Students were made available of contemporary issues like environmental pollution, over population, foeticide, immoral trafficking, ragging etc by organizing programmes on special days like population day, anti-ragging day, International Day of Prevention of violence against women, etc. Commerce club organized food fest-2k22, in which students made tribal traditional recipes and distributed to all the students and staff, promoting tribal cultural heritage.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	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

TITLE OF THE PRACTICE: "SUNIDHI" STUDENT BANK.

YEAR OF INCEPTION: APRIL 4, 2023.

OBJECTIVES:

Students will be able to

- understand that banks serve as financial intermediaries between savers and borrowers.
- understand the characteristics and functions of the following types of banks: central banks, commercial banks, specialized banks, and investment banks.
- know the characteristics and functions of the new types of banks: universal banks and electronic (or virtual) banks,
- understand the historical role of banks in issuing banknotes and the associated legal restrictions.
- understand the interpretation of credit money as a bank's debt and its current trend as a replacement of banknotes.
- Students will get an opportunity to learn about global financial transactions.

OUTCOMES:

- Students will get the real time experience of managing banks viz., credit, debits, e-payments, etc.
- Students will improve entrepreneur skills while maintaining deposits.
- Students learn about issuing amount to the needy .

PRACTICE:

We have started student bank in our college on April 4, 2023, named as "SUNIDHI" - which means money for a good cause, The process of opening student bank has been started in the academic year 2022. Notification was released for the post of manager, cashier and accountant with required qualifications. Selection was done through written exam, Group discussion and interview with a judging panel consisted of 4 members.

Following students were selected:

- Manager – P.Anjali
- Clerk – K.Mounika
- Accountant – Almani

Student bank was inaugurated on April 4,2023.

CONTEXT: Every member of the college can deposit their amount in the bank. Team of student's bank will save money safely and securely and depositors can recover their money anytime.

Money can be given to needy with zero interest rate.

AMOUNT DETAILS:

Opening balance: zero

NO. of applicants: 56

Total deposited money till June 2023 -- 59,510 INR.

PROBLEMS ENCOUNTERED:

Problems encountered in maintaining a student bank may include:

1. **Account Mismanagement:** Students may struggle with handling their accounts during vacations, leading to overdrafts. Hence proper person must be given in charge in the absence of manager.
2. **Limited Financial Literacy:** Students may lack knowledge about managing finances, making it challenging to use banking services effectively. Hence students must be made aware of basic bank transactions.
3. **Technology Challenges:** Dependence on technology may lead to issues such as system outages, online security breaches, or mobile app malfunctions.
4. **Communication Gaps:** Lack of clear communication channels between the bank and students may result in misunderstandings or missed updates.

Addressing these challenges involves implementing robust security measures, providing financial literacy education, offering flexible repayment options for loans, ensuring reliable technology infrastructure, and fostering effective communication channels to enhance the overall student banking experience.

Best Practice-II

TITLE OF THE PRACTICE: "STUDENT POD CAST ."

YEAR OF INCEPTION: August 15,2023.

OBJECTIVES:

Creating student podcast in colleges have following objectives:

- Knowledge transfer among students
- To develop competitive spirit.
- To enhance communication skills.
- To help in career exploration of students.

- To encourage students in their all-round development of students
- To develop networking skills in students.
- To increase visibility of college.
- To help students in portfolio building.
- To empower students to express themselves.

OUTCOMES:

- Students develop verbal communication skills through presentations.
- Students fosters a sense of community as they engage with shared experiences.
- Students gain technical skills in recording, editing in pod casting
- Students also improve script writing abilities.
- Podcast leads to networking opportunities as students will be in continuous contact with guests, alumni, teachers during interviews.
- Motivates students by showcasing the achievements, talents of fellow students.
- Participants develop confidence, leadership qualities.
- Provides an alternative education learning resource.
- Podcast ignites students minds to choose their career.

CONTEXT:

Student podcast had been started in the academic year 2023 on August 15, with the main motto of providing alternative educational learning resource to students. It has been observed that students learn more enthusiastically through peer group discussions when compared to routine conventional methods of teaching. Concept can be easily incorporated into their brains by quoting live examples through story telling. Thus, we thought of introducing student podcast to explain subject topics in a precise manner. This podcast was totally managed by student coordinators.

Our students have an innate ability of singing traditional songs . Podcast in college will be a best platform to bring their singing talent into lime light and also helps to build their career.

To retain cultural integrity of tribes and to protect heritage of our nation , we had chosen student podcasts for folk songs.

Through podcast Students will be able to choose their career as anchors, journalists, news readers, editors, script writers, singers, etc.

Podcast include story telling, content delivery, folklore singing,etc.

Student coordinators:

- 1.Bhuwaneshwari(B.COM1 III)
- 2.K.Mounika (B.COM II)

PRACTICE :

Student coordinators collect the list of interested students and podcast can be recorded once in every 15 days. Content, songs, moral stories are recorded and links will be shared in podcast website by allowing access to everyone. Separate sessions were maintained in the website to avoid confusion. To encourage students and to raise competitive spirit among students best podcast presentation will be honoured with a prize.

PROBLEMS ENCOUNTERED:

Problems encountered in maintaining a student podcast may include:

- 1.Sustaining a regular posting schedule can be difficult sometimes due to academic commitments.
- 2.Dealing with equipment malfunctions, recording difficulties, technical glitches, power fluctuations can disrupt production process.
- 3.Ensuring that podcast topics remain relevant and interesting to target audience can be challenging.
4. Audience engagement and loyal listener feedback is a challenging factor.

Resources required / Future plan for upgrading the student podcast:

- Involving each and every student in podcast for their holistic development.

- Financial support for effective presentation of student podcast.
- Establishing a recording room at college level for successful functioning of student podcast.
- Engaging a faculty mentor for monitoring contents to be presented in student podcasts.
- Puzzles, mnemonics, brain teasers are to be introduced to make podcast more interesting to audience.

File Description	Document
Best practices as hosted on the Institutional website	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:

Telangana Tribal Welfare Residential Degree College for Women, Devarakonda, stands as a beacon of empowerment and education for Tribal communities, especially for the Banjara, Chenchu, Koya, and other primitive tribal groups. Established in 2017 under the jurisdiction of Mahatma Gandhi University, Nalgonda, the institution has been dedicated to creating vibrant centres for learning, fostering a congenial atmosphere for tribal students to excel academically, and nurturing them into ethically strong, independent individuals for a better tomorrow.

One of the distinctive features of this institution is its 90% accessibility for primitive tribal communities, ensuring that education reaches those who need it the most. In July 2022, the college achieved a significant milestone by being granted UGC 2F status, a testament to its commitment to quality education.

The institution's mission goes beyond traditional academic pursuits. It focuses on holistic development, aiming to create well-rounded individuals. A key strategy in achieving this vision was the introduction of Student Self Help Groups (SSHGs) in March 2022. Despite the rural background of the students, the institution has witnessed remarkable creativity in various aspects among its students.

SSHGs play a pivotal role in the college's educational landscape. These groups serve as valuable

communities where students share experiences, support each other, and develop essential life skills through various activities. The institution recognizes the importance of empowering women and promoting vocational education and workmanship skills. The SSHGs have become platforms for the exchange of ideas, enhancing decision-making capacity, and fostering a sense of discipline, responsibility, cooperation, mutual trust, and human relations among the students.

The college has successfully organized five women's self-help groups, each with a specific focus, namely the Garden Cell, Creativity Cell, Commerce Cell, Entrepreneur Cell, and Community Outreach Cell. These cells consist of a mentor, president, vice president, treasurer, and members, working together to achieve common goals.

Under the umbrella of SSHGs, a variety of activities have been conducted, showcasing the diverse talents and interests of the students. The Community Outreach Cell, for instance, contributed to environmental sustainability by creating eco-friendly Ganesha. The Creativity Cell engaged in artistic endeavours by crafting greeting cards, while the Commerce Cell ventured into entrepreneurial activities by organizing food stalls. The Entrepreneur Cell showcased talents through a mehndi stall and a hairdressing show, contributing to experiential learning.

These activities not only serve as platforms for students to showcase their talents but also provide practical experiences in entrepreneurship and community engagement. The initiative to involve the community in these endeavours adds a layer of inclusivity, creating a positive impact beyond the college campus.

In summary, Telangana Tribal Welfare Residential Degree College for Women, Devarakonda, has not only become a centre for academic excellence but also a hub for fostering creativity, entrepreneurship, and community engagement. The institution's commitment to empowering tribal women and providing them with opportunities for holistic development is evident in the successful implementation of Student Self Help Groups and the diverse range of activities conducted under their purview. As the institution continues to shape the future of its students, it serves as a model for inclusive education and community-driven initiatives.

Evidence of success of Student Self- Help Groups:

Student Self-Help Groups (SSHGs) have demonstrated remarkable success through their multifaceted initiatives, leaving an indelible mark on both the community and the environment. One noteworthy achievement lies in the funds generated through SSHGs were not amassed for personal gain but were selflessly donated to charitable causes.

- Amount collected in Mehendi art, hair styling was given for charity.
- Amount collected in commerce food fest was donated to college for pots during summer.

- Amount collected by selling eco-friendly Ganesha idol was given to college treasury.
- Amount collected in selling silk thread jewellery was given to college.

The involvement of SSHGs in the National Service Scheme (NSS) special camp at Mainampally village underscores their dedication to community service. Offering free Mehendi art to villagers exemplifies their philanthropic ethos, showcasing a commitment to giving back to society beyond monetary contributions. Moreover, their active participation in college events, crafting invitations, diyas, and origami flowers, illustrates their versatility and readiness to engage in diverse activities.

A defining feature of these SSHGs is their overarching goal of fostering sustainability. The focus on developing empathy, aesthetic sense, and coordination among students reflects a holistic approach to education, transcending traditional academic boundaries. The emphasis on sustainable practices, evident in initiatives like selling eco-friendly Ganesha idols, aligns with broader environmental concerns, fostering a sense of responsibility towards the planet.

In essence, the success of these SSHGs lies not only in the tangible outcomes of their fundraising efforts but also in the intangible impact on the community and the collective consciousness of participating students. Through their diverse activities and unwavering commitment to societal and environmental well-being, these SHGs serve as exemplars of positive change within the college ecosystem and beyond.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The institution consistently fulfils its vision and mission by equipping students with the skills and knowledge necessary to tackle future challenges effectively. The Institution along with the IQAC prioritizes the following in the future:

- Prioritizing faculty research by promoting and creating a conducive environment.
- Introducing new postgraduate (PG) courses to diversify academic contributions.
- Making project work and fieldwork mandatory to impart experiential learning and practical skills.
- Signing MoUs with industries and institutions for skill enhancement and industry exposure.
- Expanding certificate and add-on course options to cater to diverse student interests and career paths.
- Increasing the frequency of workshops, seminars, and conferences to foster knowledge exchange and academic engagement.
- Encouraging all students to undertake study projects to enhance practical learning experiences.
- Establishing more collaborations and linkages with industries and reputed institutions to enrich academic programs and opportunities.
- Promoting the effective utilization of MOOCs platforms by students to supplement traditional learning methods.
- Mobilizing funds through CSR initiatives and alumni associations to support various institutional endeavours.
- Promoting healthy practices such as community service and extension services to instill values of social responsibility among students and benefit society.
- Supplementing more than 70% of energy requirements through off-campus solar energy initiatives, contributing to a green and clean campus environment.

Concluding Remarks :

The institution prioritizes aligning all activities with its vision of providing quality education while promoting values like integrity, respect, empathy, and social responsibility. By fostering these values, it not only shapes our tribal girl students into independent individuals but also benefits society as a whole. Additionally, the college emphasizes environmental awareness and aims to equip students with skills for financial independence.

The completion of the Self-Study Report (SSR) as per NAAC criteria has provided us with a comprehensive opportunity to meticulously assess various facets of delivering high-quality education. This collaborative effort, spearheaded by our dedicated staff, demonstrates our commitment to meeting the stringent requirements outlined by the NAAC committee for accreditation. As the principal and head of the institution, I extend my heartfelt congratulations to the members of the IQAC Cell, the Internal NAAC Committee, and all employees involved in the preparation of the SSR, whether directly or indirectly. Our collective aim is to present a flawless report that truly reflects the unwavering dedication to excellence upheld by our organization with the constant support of our aegis, TTWREIS, Gurukulam.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 125 Answer after DVV Verification: 140</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.4.2	<p>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>13</td><td>14</td><td>15</td><td>14</td><td>12</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>01</td><td>01</td><td>0</td><td>01</td><td>0</td></tr></tbody></table> <p>Remark : DVV has considered the supporting document and made changes accordingly</p>	2022-23	2021-22	2020-21	2019-20	2018-19	13	14	15	14	12	2022-23	2021-22	2020-21	2019-20	2018-19	01	01	0	01	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
13	14	15	14	12																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
01	01	0	01	0																	
3.2.2	<p>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>4</td><td>02</td><td>0</td><td>01</td><td>0</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>4</td><td>0</td><td>0</td><td>01</td><td>0</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	4	02	0	01	0	2022-23	2021-22	2020-21	2019-20	2018-19	4	0	0	01	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	02	0	01	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	0	0	01	0																	

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	01	01	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	02	02	0	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	23	02	01	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	09	0	01	0

Remark : DVV has considered the supporting document and made changes accordingly.

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

Answer before DVV Verification :

Answer After DVV Verification :11

Remark : DVV has considered the supporting document and made changes accordingly.

5.1.1 *Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last*

five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
140	172	120	126	141

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
142	118	130	152	108

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	07	12	12	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	07	12	12	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
120	126	141	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	126	141	77	0

Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	41	09	58	0

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and found that no qualifying certificate has been provided hence made value as 0.

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

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

the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	60	43	45	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	06	0	03	0

Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
91	13	20	16	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	05	05	03

Remark : DVV has considered the supporting document and made changes accordingly after taking event happening in the same month as 1

6.2.2 *Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has considered the supporting document and made changes accordingly.

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

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

the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	0	0	0	0

Remark : DVV has made changes as per the report shared by HEI and taken only those teachers to whom the financial assistance of 2000 or more has been given.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
05	21	18	09	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	21	18	0	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	0	01	0

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly.

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures

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

Answer before DVV Verification : A. 4 or All of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : DVV has considered the supporting document and made changes accordingly.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>134.37401</td> <td>217.77716</td> <td>217.33853</td> <td>199.74248</td> <td>124.30292</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>51.75</td> <td>119.95</td> <td>115.15</td> <td>97.50</td> <td>61.10</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	134.37401	217.77716	217.33853	199.74248	124.30292	2022-23	2021-22	2020-21	2019-20	2018-19	51.75	119.95	115.15	97.50	61.10
2022-23	2021-22	2020-21	2019-20	2018-19																	
134.37401	217.77716	217.33853	199.74248	124.30292																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
51.75	119.95	115.15	97.50	61.10																	