



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR MEN, KAMAREDDY

TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE (MEN)
KAMAREDDY H.NO 3-76/A/1 SARAMPALLY X ROAD, KAMAREDDY
503111

<https://www.ttwrdds.ac.in/Kamareddy/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Inception

The college was established in 2017 as part of the 'KG to PG' policy of the Government of Telangana. The college is working under Telangana Tribal Welfare Educational Institutions Society presently headed by Smt K Seetha Lakshmi, IAS.

Location

Kamareddy district is surrounded by Nizamabad, Rajanna Siricilla, Medak and Sangareddy districts of Telangana State. It also shares borders with the states of Maharashtra and Karnataka. Thus our college is the only institution dedicated to the needs of male students from poor and deprived communities, especially, from the Scheduled Tribes within the districts of Nizamabad, Kamareddy, Sangareddy and Medak region. Students from other districts also come here to seek the opportunities provided by our college.

The College is located amidst the green fields of Sarampalle Village (Lat 18.301124 Long 17.344067) only 3.5 Km away from Kamareddy Bus Depot. The District Head Quarters, Bus Depot, Railway Station ensure easy access to the College.

Vision

Our Vision

To create an 'Egalitarian Society', in which, Citizens from Social, Economic and Historically Deprived Backgrounds, become 'Equal Stakeholders'.

Our Institution is dedicated to the welfare of students from tribal background. 80% of seats are reserved to the students coming from the Scheduled Tribes and 100% of the students come from economically poor backgrounds. Our students come from families which belong to social, economic or historically deprived backgrounds.

They live in remote areas, away from the normal livelihood of general population. Most of them live in thandas, a clustered human settlement which is smaller than a village. Many of these thandas have thatched huts with mud walls. There are no basic facilities like sanitation. And, all of them are still not part of Panchayat Raj System.

Thus, education forms the only measure of empowering our students and our college ensures that our students get their best in the form of education and other basic amenities of life to build a better career in life. Most of our students are first generation learners. Apart from education, the college provides free hostel with mess to ensure that they are not deprived of education due to financial constraints.

Further, the college creates a bond between the students and the teachers, in such a way that, student reach out to their teachers to share their problems, personal, career based, financial etc. We guide them and also counsel them as and when required.

To empower our students to step out into the competitive world after graduation, we undertake several academic and non academic activities that ensure their holistic development. Not only do we help them in successful completion of graduation, but also ensure that they get into one of the three opportunities of Higher Education, Employment or Entrepreneurship. Depending on their interests and talents, we guide our students to take up any of the three opportunities. Most of our students are either in higher education pursuing various post graduate or other courses, or settled in jobs or are preparing our competitive exams.

Mission

Our Mission

To 'Educate, Empower and Enrich' every Student with the Ability to use their 'Inherent Potentials' to the 'Highest Possible Levels' and transform their 'Dreams into a Reality'.

Objectives

Objectives of our College are to

Facilitate 'Quality Education' to the Students from economically poor background

Realise 'Equality of Status and Opportunity'

Emancipate transformation of Students into 'Ideal Citizens'

Establish an Exemplary in the 'Emancipation of Marginalised Sections' of our Society

The highlighted letters **FREE** denote liberation from the clutches of inequality, poverty, injustice and inability. This again vindicates the Vision of the institution.

Holistic Development through Multi-dimensional approach towards Education

"The object of education is to turn the eye, which the soul already possesses to the light". Plato

Our college believes that every student has a strong potential that is inherent in them. Our students are given opportunities to pursue various extracurricular activities like sports, cultural activities, arts etc. The teachers try to grasp the hidden talents of the individual students and ensure that they are given good opportunities to bring out their best in that field. Our College pursues multi-dimensional approach towards education.

The Multiple Dimensions of Education in Our College Include:

- Career Counselling

- Communication and Soft Skills Development
- Employability Skills
- Guidance and Training for Higher Education
- Literary and Cultural Activities
- Personal Guidance and Counselling
- Research Aptitude
- Sports and Physical Training
- Yoga and Healthy Practices
- Social Responsibility

Further, the college maintains the rapport with the students even after the completion of graduation. House Masters of the specific class play a key role here. Apart from the House Masters, some of the subject faculty leave a lasting impact on the students and thus, they keep updating with their achievements and also seek suggestions and motivation. Such connections make the faculty satisfied and motivate them to put more efforts for the development of the students and the institution.

For many faculty, this job is not an occupation of making money, but an opportunity of serving the society.

Overall, our College thrives hard to meet its goals, implements the mission and move towards fulfilling its vision of creating an 'Egalitarian Society'.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college is dedicated to improve the lives of the marginalised sections of the society. Thus, our responsibility towards the students is beyond the three years of graduation. Our teaching staff ensure that the students are shown the right path to learn and lead a better life in the future. Thus, the college adopts **Multi-dimensional approach towards Education and development** that stand as the yardstick of our strengths.

Our college gives importance to Student Centred Learning within and outside the classroom. Emphasis is laid on the understanding of the subject, rather than completion of syllabus alone. Special focus is laid on student participation, through debates and discussions, field trips and research projects.

The students also get to learn the basic computer skills, communication skills and research aptitude. Further, we also train them for PG entrance test and employability skills.

Physical Fitness:

Sports are an important part of student life in our college. We give importance to the fitness of our students. No wonder, many of our students get laurels to the college in the sports category, but also have been selected to the tough jobs like the police constables and the army jobs, which require more physical stamina and body fitness along with intellect.

Psychological development

Each class is assigned to a faculty, who plays the role of a House Master. The House Master acts like a parent to the students of the class and is in reach for the students 24/7, even if the faculty is on leave. The House Master is totally responsible for the education, discipline, health and manners of the respective class for three years. This strengthens the bond between teacher and the students for resolving any clarification, guidance or help. *Even suicidal tendencies are taken care of and have been redressed successfully in our college through the House Masters.*

The Multiple Dimensions of Education in Our College Include:

- Career Guidance
- Communication and Soft Skills Development
- Employability Skills
- Training for higher Education
- Literary and Cultural Activities
- Personal Counselling
- Research Aptitude
- Sports and Physical Training
- Yoga and Healthy Practices
- Moral development
- Awareness on rights and responsibilities.

Institutional Weakness

Building

The first and foremost hindrance in fulfilling the highest level of institutional capacities is the insufficient accommodation. The college is presently stationed in a rented building. The capacity of the building is just enough to accommodate the present strength of the college. We are thus, unable to take up new courses and start new establishments like gym, a separate yoga centre and so on.

However, we have ensured to make the best utilisation of the campus and the surrounding grounds. We have a memorandum of Understanding with the sister institution TGTWURJC Nagireddypet to utilise their ground for

Language

Most of our students belong to the ST- Lambada community who speak the Gormati/Banjara language. They are not well versed with Telugu, Hindi and English languages. Thus, it becomes difficult for them to understand certain technical concepts.

Again, we take up E-Plus Club for the students and make them practice speaking and understanding English language. Further, the faculty of English try their best to make students learn English through various methods.

Another important step to overcome this weakness, is that some students take up the role of a teacher and teach the concepts in their mother tongue. The study hours in the evenings are often utilised by the students to learn

and understand the concepts in their own language.

Research Collaborations

Our college has not embarked upon reasearch, innovations and collaborations in the required manner. We shall however, try to start and inculcate this aspect in a phased manner, as early as possible. Only 3 members of our faculty have Ph.D. and 4 of them are presently pursuing Ph.D. We shall ensure that all the faculty are enrolled in Ph.D. in the upcoming academic year.

Institutional Opportunity

NSS

Our NSS unit is two year old and has already done commendable work. We are looking out to adopt one remote village and offer our services and help in the development of the village.

NCC

NCC is another field to increase our activities and make students reach higher levels. This year, Vislavath Bunny of B.Com I year scaled Mt Kyang 6250 Km through NCC. He is looking forward to scale Mt. Everest in his next expedition.

UGC

Our college is recognised by UGC. We got the 2f status recently. We shall now endeavour for 12b and NIRF ranking. Further, we shall increase the research activities in the college through various departments and also organise state, national and international seminars and webinars.

GYM

Physical fitness is an important part of our multi-dimensional approach to development. We don't have a gym due to space constraints. We shall ensure to have a fully equipped gym, yoga centre for the college.

Sports arena:

We shall also build a sports arena as soon as land is allotted to us.

Cultural Activities

The college has earlier hosted Dr. Kiran Seth who is awarded with Padmashri and is the founder of SPIC MACAY. The college is going to start vigorous cultural programmes in association with SPIC MACAY, which shall include a cluster of Indian traditional art forms of dance, music and painting.

Institutional Challenge

The most important challenge we face is the faculty have a number of additional responsibilities apart from mere teaching. Apart from the regular teaching activities, our staff are entrusted with club activities, night study duties and holiday duties. The teachers are completely dedicated to the development of the students, leaving no room for research and development.

We are trying our best to speak to the government authorities to allot more faculty to deal with night study duties and holiday duties. This shall allow faculty to take up research projects and other innovative practices in the institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Curricular aspects are the base of the formal education and our institution has a varied and extensive curricular, The college is affiliated to Telangana University which is the main body that designs the curricular aspects. The University has different papers catering to the different aspects of development of an individual student.

The Courses are offered under Choice Based Credit System from 2019-20 onwards as per TSCHE guidelines which are applicable to all the Telangana State Universities.

Each Discipline has the following papers:

- DSC: Discipline Specific Courses
- DSE: Discipline Specific Electives
- General Electives
- Project Work or Optional Paper.

Apart from the above, the University also offers the following papers:

AECC

SCE

GE

Though, intensive efforts are put by the University to fulfill the various learning aspects of the students, it is observed that, we as a college require to add a few certificate courses which will fill the gaps that are specific to our college:

As an example, our students mostly come from remote villages and thandas, where they speak their native language which is usually Banjara/Gormati language. The students need special focus to learn and understand English language. Therefore, our faculty designed the 'Soft Skills Enhancement' Course, along with the E-Plus

Club which makes students practice English language skills.

The Department of Mathematics takes up Arithmetic Skills, which is important to take any competitive exam. Thus students from non Mathematics background can easily learn the arithmetic skills.

The Department of Computer Science offers advanced skills in Computers to BA and BZC students who do not get any first hand experience with computers.

Apart from the above, we are offering several other certificate courses, which help in the overall development of the students. Though all students don't get enrolled in all the certificate courses, they become a part of learning through peer group learning beyond the college hours.

The college has a feedback system, that takes up the feedback of the faculty and the students and makes sure to improve the Curricular aspects in every form possible

Teaching-learning and Evaluation

The institution extensively adopts student-centric methods of teaching-learning, in order to achieve holistic development of students. As a part of curriculum, varied range of student-centric methods are adopted to encourage the involvement and participation of students. These methods are classified as experiential learning, participative learning and problem solving.

Experiential learning:

Our college incorporates student-centric methods in the annual academic plans and executes the same through its departments, clubs and arms. Field Trips are an important and effective method of experiential learning. During the last five academic years, Field Trips have been conducted by the various departments of the college. Faculty and students were participated and benefitted from these field trips.

Community related activities are realized through NCC and NSS, and Community outreach club. These activities sensitize students contributing in making them better, wholesome beings.

Participative learning:

The College encourages the students to participate in activities such as seminars, group discussions, flipped class etc. Group discussions are conducted to encourage peer learning. Students also actively participate in celebration of important days. This institution also homes clubs like Literary club, theatre club, Music and dance club, stem club, commerce club, e-Plus club which not only allow the student to develop academically but also provides a platform to exhibit their talents.

Problem – solving method:

Problem-solving is a process of identifying, analyzing and, resolving problems. This method encourages active learning, promotes collaboration, and allows students to take ownership of their learning. It involves providing students with real-world problems and challenges that require them to apply their knowledge, skills, and creativity to find solutions. Conducting brain storming sessions and case studies help develop the problem

solving abilities of students.

The final year students are encouraged to take up Project works. The project works enhance the ability of the students in the sphere of collecting information, data analysis and report writing. This experience enables the students to take up projects during their post graduation easier and effective.

Research, Innovations and Extension

The college lacks extensively in the aspect of research and innovations. Our college is only 7 years old and thus not much efforts has been put in the place for taking up research and innovative practices.

However, as the college gives more than required attention to the student centric learning and activities, we have taken up a wide range of extensive activities.

The college being a residential college, it is easier for us to get complete attendance of the students and organise varied activities.

The college has an active Community Outreach Club, that caters to the social needs of a student. Students get to learn about the society around them, the problems and ponder upon the solutions that can be offered. Thus they become socially responsible.

The college has NSS and NCC and our students have been part of 5 blood donation camps and extension activities taken up by NSS and NCC. Some of the important programmes are the Swachh Bharat Abhiyan, the plantation drives, AIDS awareness rally, the Energy conservation rally etc.

Further, the college conducts various extensive programmes in association with several district level authorities and institutions for our students. some of them to specify are:

- AIDS awareness programme
- Voter Registration Programme
- Legal Rights awareness programme
- Cyber Crime awareness programme
- Gender sensitisation programme

Apart from the above, we conduct formal and informal motivational programmes, skill enhancement programmes for our students.

Speakers include:

- the important officials like Shobhan,
- officials from Head Office: Deputy Secretary, OSDs etc
- Principal and Staff
- alumni.

Infrastructure and Learning Resources

Infrastructure is the key to the learning aspects. Gone are the days when education was possible under a tree or a street lamp. The modern education requires a good ambience with infrastructure and learning resources

The college has a Library with a huge collection of books, magazines and also newspapers that cater to the needs of students. Overall, the resources present in the library can be categorised as follows:

- Syllabus oriented books in the prescribed format
- Reference books that are looked for by students with higher potential
- The books that give additional inputs for competitive exams
- Magazines to gain additional knowledge
- Newspapers to keep the students on the track of day to day learning, i.e., current affairs

The College has two Computer Labs with 30 computers to enable the students from all groups learn the computer skills. The lab is open officially from 9 to 5. Further, on the request of the students, the lab is kept open under the supervision of a faculty, as and when required.

The computer labs have 100bps internet wifi facility We also have a Smart board which is being used by the faculty to teach using innovative techniques. Most of our faculty are well versed with the basic computer skills.

Student Support and Progression

The college has built in several practices that have brought laurels to the college in the form of success stories.

The PG entrance coaching given by the faculty has been successful in achieving the goals of higher education. Our students secured seats in many famous national level, state level universities.

The college also offers guidance for attending interviews, soft skills training, computer skills, which have helped students who are interested in going for jobs. Several of our students secured jobs in the IT sectors, like CAPGEMINI, Wipro and TCS.

The sports facilities provided by the college have brought success to the college as many of our students got into army and police jobs.

These few are examples to show that our college is successful in achieving Student progression through Student support.

Governance, Leadership and Management

The governance, leadership and management of the institution is in line with the Vision and Mission of the institution. The college follows the guidelines of HEI like UGC, NEP, NAAC along the policy framework of the Government of India and the State government of Telangana.

Transparency and decentralisation is strictly followed in all aspects of governance and management. The Principal, as the academic head of the institution, practices decentralisation and transparency in all academic activities. He/she ensures that the members of the teaching staff are involved in all activities related to planning and implementation and also delegates authority and responsibility. All the academic activities are carried out by the Principal and Vice Principal who is responsible for the smooth conduct of all academic activities from admissions to examinations. All the teaching staff are given equal opportunity to share their opinions and thus make the decision making process all inclusive.

There is further decentralization at the level of the individual departments. The heads of the departments within the faculties of Arts, Science and Commerce, are responsible for all the activities conducted within the departments. for the preparation of Departmental Action Plan, division of workload, students study projects, remedial coaching, results analysis, etc.

The institution believes in giving ownership of decisions to all the members of the Teaching staff. It encourages the participation of faculty in the decision-making process.

Some of the most important committees are as follows:

- Admission Committees:
- Internal Quality Assurance Cell
- Library advisory committee
- Examination Branch
- Grievance Redressal Cell
- Discipline Committee
- Anti-Ragging Committee
- Career Guidance Cell

Apart from this, we also constitute several adhoc committee as and when required.

Overall, we practice decentralisation and transparency in the decision making process and overall governance of the institution.

Institutional Values and Best Practices

The college has been putting its best efforts to fulfil the vision of the institution and thus, there are several practices that can be put under the category of best practices.

The first and foremost in the Community Outreach Club. We have conducted several programmes to bring a positive change in the society. From speaking to lorry drivers about respecting women after the horrendous rape and murder of a medico (Disha Case) in Telangana, encouraging fruit vendors not to use plastic covers for packing fruits, helping a widow farmer in the field to the recent voter awareness programmes, the Community Outreach Club has been doing many great programmes.

The college conducts a unique programme called QUEST. This programme is taken up during the Dasar Vacation, when students are at home with their family mostly in the month of October, every year. Faculty go beyond their means to reach the remote villages and thandas to meet the students and their family. This strengthens the bond between the teachers and the students. We get a glimpse of the conditions of living of the

students and the financial background of the family. The people of the thandas and villages also learn about who we are and where we come from. It gives an opportunity to tell about our college to those people.

The college has several Student Clubs and activities are conducted;

- Music and Dance Club
- Creative Club
- STEMs Club
- E Plus Club

House Master:

Our College practices a unique system of House Master ship. Each class of students are assigned to a Teaching faculty, who takes up the role of a Class Teacher, a Mentor, a Guide, a Care Taker and more than all a Loco-parent.

The students reach out to the House Master for almost everything from their education, personal issues, to the mess related issues and health issues. House Master's responsibilities include keeping a track of their overall study, their behaviour, their health, their career and their dreams beyond graduation

The college practices enviromental friendly measures

Finally, the college ensures the holistic learning and holistic development of the student

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR MEN, KAMAREDDY
Address	Telangana Tribal Welfare Residential Degree College (Men) Kamareddy H.No 3-76/A/1 Sarampally X Road, Kamareddy
City	KAMAREDDY
State	Telangana
Pin	503111
Website	https://www.ttwrdds.ac.in/Kamareddy/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Cr Annapurna	091-7901097707	7901097707	-	ttwrddsboys.kamareddy@gmail.com
IQAC / CIQA coordinator	D Shivaramakrishna	091-9948020509	9492673201	-	shivaramakrishna.d evalla@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Men
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Telangana	Telangana University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
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 (Men) Kamareddy H.No 3-76/A/1 Sarampally X Road, Kamareddy	Semi-urban	0.05	2981

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	BA,Arts,History Economics and Political Science. English Medium	36	Intermediate	English	40	25
UG	BCom,Commerce,Computer Applications English Medium	36	Intermediate	English	40	21
UG	BSc,Bsc Life Sciences,Botany Zoology and Chemistry. English Medium	36	Intermediate	English	40	22
UG	BSc,Bsc Physical Sciences, Mathematics Physics and Computers Science. English Medium	36	Intermediate	English	40	12

Position Details of Faculty & Staff in the College

**Self Study Report of TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR MEN,
KAMAREDDY**

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				20			
Recruited	0	0	0	0	0	0	0	0	11	9	0	20
Yet to Recruit	0				0				0			
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				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

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
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	1	7	0	8
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	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	0	0	9
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		Total
	0	0	0	0	0

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

Self Study Report of TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR MEN,
KAMAREDDY

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	80	0	0	0	80
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	123	0	0	0	123
	Female	0	0	0	0	0
	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	12	21	20	14	
	Female	0	0	0	0	
	Others	0	0	0	0	
ST	Male	41	65	65	57	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	24	18	21	21	
	Female	0	0	0	0	
	Others	0	0	0	0	
General	Male	1	1	1	2	
	Female	0	0	0	0	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		78	105	107	94	

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our college believes that every student has a strong potential that is inherent in them. Our students are given opportunities to pursue various extracurricular activities like sports, cultural activities, arts etc. The teachers try to grasp the hidden talents of the individual students and ensure that they are given good opportunities to bring out their best in that field. Our college pursues multi-dimensional approach towards education. The Multiple Dimensions of Education in Our College Include: Career Counselling Communication and Soft Skills Development Employability Skills Guidance and Training for Higher Education Literary and Cultural Activities Personal Guidance and Counselling Research Aptitude Sports and Physical Training Yoga and Healthy Practices Social Responsible Further, the college maintains the rapport with the students even after the completion of graduation. House Masters of the specific class play a key role here. Apart from the House Masters, some of the subject faculty leave a lasting impact on the students and thus, they keep updating with their achievements and also seek suggestions and motivation. Such connections make the faculty satisfied and motivate them to put more efforts for the development of the students and the institution. For many faculty, this job is not an occupation of making money, but an opportunity of serving the society. Overall, our college thrives hard to meet its goals, implements the mission and move towards fulfilling its vision of creating an 'Egalitarian Society'.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Our institution has established an Academic Credit Bank (ACB) system to promote flexibility, mobility, and learner-centricity in education. ACB Framework: Our ACB framework consists of: Credit recognition and validation Credit storage and management Key Features: Students can earn credits through various learning pathways (courses, projects, research, etc.) Credits are recognized and validated through a standardized process Students have control over their credit portfolio Benefits: The ACB system has resulted in: Increased flexibility and mobility for students Reduced duplication of coursework Enhanced student autonomy and agency Improved learning outcomes and employability Implementation: Our institution has: Established an ACB cell for management and coordination</p>

	<p>Developed a credit transfer policy Trained faculty and staff on ACB processes Integrated ACB with our existing academic systems Monitoring and Evaluation: We regularly monitor and evaluate the ACB system to ensure: Smooth credit transfer and recognition Accuracy and security of credit records Student satisfaction and learning outcomes Our institution is committed to continuously improving the ACB system to provide students with a flexible and learner-centric education that prepares them for success in an ever-changing world.</p>
<p>3. Skill development:</p>	<p>Several Skill Development Programmes have been undertaken ever since the inception of the college. These include: English language skills Soft skills Research and Report Writing Computer Skills</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college is connected to the tribal community, who form the indigenous people, connected with the nature till date. Their practices in their occupational and day to day life are an implicit part of Indian Knowledge System. We have tried to integrate the Indian knowledge system into the academic and the non academic part of a student's life within the college. The college through its dedicated staff has designed a few certificate courses, which aim at created an awareness on Indian Knowledge System and conserving the same. The certificate courses thus offered are: 'Ayurveda: Indian Traditional system of Medicine' by the Department of Botany Course Objectives: To give an introduction to the medicinal values of various plants. To enlighten the students about the chemical composition of plants. To empower the students with the knowledge of medicinal plants and their utility. To transform the students into more knowledgeable persons. Learning outcomes: Students will get a basic idea of traditional medicinal values. They will be able to identify and utilise the plants for health benefits. They will impart their knowledge into common people in their thandas and villages. 'Buddha and His Philosophy' by the Department of Political Science Course Objectives: To give a basic understanding of the philosophy of Buddhism. To make the students learn the importance of Indian philosophy. To transform the students into good humans beings through the practice of Astanga Marga. To spread the Indian knowledge system of philosophy of Buddha Learning Outcomes: Students will learn the importance of</p>

	<p>'Right Way of Living' They will be able to transform into ideal people in their own possible limits They will become the ambassadors of Indian Knowledge System 'Indian Folk Art: Warli Paiting' by Creative Club Course Objectives: To give a basic understanding of Indian folk arts of paintings. To make the students master simple to complex designs in Warli Art. To transform the students into skilled artists in the field of Warli Art tradition. To spread the Indian knowledge system of traditional folk arts Learning Outcomes: Students will learn the skills of Warli Art They will be able to create their own paintings with a little investment They will become the ambassadors of Indian Knowledge System 'Indian Folk Art: Gond Painting' by Creative Club Course Objectives: To give a basic understanding of Indian folk arts of paintings. To make the students master simple to complex designs in Gond Art. To transform the students into skilled artists in the field of Gond Art tradition. To spread the Indian knowledge system of traditional folk arts Learning Outcomes: Students will learn the skills of Gond Art They will be able to create their own paintings with a little investment They will become the ambassadors of Indian Knowledge System However, the college played negligible role in creating opportunities for innovations, awareness on IPR, establishing incubation centre. The college being very young and the faculty with little prior experience of working at Degree Colleges, we could not take measures in this regard.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Our institution has implemented an Outcome-Based Education (OBE) system to ensure that our students achieve specific learning outcomes and are prepared for success in their chosen fields. OBE Framework: Our OBE framework consists of: Program Outcomes (POs): Broad statements that describe what students will be able to do upon graduation Program Specific Outcomes (PSOs): Specific statements that describe what students will be able to do in their chosen field Course Outcomes (COs): Statements that describe what students will be able to do upon completing a specific course Curriculum Design: Our curriculum is designed to achieve the desired outcomes, with a focus on: Relevant and challenging content Authentic assessments Continuous feedback Assessment and Evaluation: We use a variety of assessment methods</p>

	<p>to measure student learning, including: Formative and summative assessments Quizzes, assignments, and projects Exams and evaluations Outcome-Based Education System: Our OBE system ensures that: Students are aware of the learning outcomes and are actively engaged in the learning process Faculty members are trained to design and deliver outcome-based curriculum Assessments are aligned with the desired outcomes Continuous feedback is provided to students Benefits: The OBE system has resulted in: Improved student learning outcomes Increased student satisfaction Enhanced employability Better alignment with industry needs Our institution is committed to continuously improving the OBE system to ensure that our students receive a high-quality education that prepares them for success.</p>
<p>6. Distance education/online education:</p>	<p>The college is very young and as of now has not started an distance education programme or online education programme. Also as the college is extensively dedicated to the welfare of students from tribal communities and poor background, online/distance education does not fulfill the welfare aspect. However, the college shall try to look out if such students might need online/distance education, and introduce the same, for their benefit.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Our College has set up Electoral Literacy Club under the guidance of District Collector and Magistrate of Kamareddy District. The ELC was established during the academic year 2021 - 2022</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Students' Coordinator and Co-ordinating faculty members are appointed by the college. Our ELC are functional and represent the overall students and staff of the college.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of</p>	<p>Our ELC has conducted several programmes within and outside the college with the cooperation of NSS and the Department of Political Science These include: 1. Awareness on Voter Registration - Form 6 2. Importance of Right to Vote 3. Voter registration programmes 4. Elections for student council in the college 5. National Voters' Day Celebrations 6.</p>

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Awareness programme on Right to vote in the Sarampally village, ahead of Telangana State Elections, 2023 7. A video was made to motivate voters to vote, ahead of 2024 general elections.</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>Department of Political Science has undertaken a field Trip to Dubbaka to learn about the voters' response after the By-Elections in 2020. Department of Political Science has completed two Research Projects on electoral politics in India. 1. Revisiting Aristotle's Theory of Revolution, in the light of BJP's Electoral Victory - 2019 2. Understanding the Ground Realities of Electoral Politics: A Case Study of Dubbaka By-poll Result – November 2020 (Academic Year 2020 - 2021)</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>About 12% students above 18 years could not be enrolled due to some technical issues. The ELC shall conduct Voter Registration Drive as and when Election Commission issues notification National Voters Day is celebrated and competition and programmes are conducted.</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
262	285	289	258	179
File Description		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: 29

File Description	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
16	17	21	19	12

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
50.16	48.48	79.93	70.27	43.24
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:

The effective planning and delivery of curriculum are essential to ensure that students receive the best possible education and are equipped with the knowledge and skills required for their future careers. The Telangana Tribal Welfare Residential Degree College for Men, Kamareddy, plays a vital role in ensuring that this is achieved through a well-planned and documented process that includes academic calendars, continuous internal assessments, workload allocation, teaching plans, and institutional timetables.

Curriculum Planning

The institute is affiliated to Telangana University, Nizamabad and strictly adheres to the curriculum proposed by the University under the Choice Based Credit System (CBCS). The institution follows a comprehensive process of curriculum planning and delivery. The institution follows the almanac issued by the University and implements it effectively. The beginning of the academic year, internal exams, the syllabus are followed strictly as per the University Almanac.

To ensure that the students receive their best in the academics during the three years of their graduation the college add certain certificate courses. The Teaching Staff and the Principal take up the task of finalising the certificate academic year. This activity fulfills the mission of providing holistic education and thus paves way for achieving the vision of the college.

Academic Planning

The college prepares Academic Plan for each academic year integrating various curricular, co-curricular, extra-curricular activities. The observation of important National and International Days, the Departmental activities, club activities are an internal part of the Academic Plan. The academic plans are later on integrated into Department Annual Plans and followed by each Department. The Annual Plans also include the activities to be undertaken by the NSS, NCC and Sports Departments.

Additionally, the institution prepares **Teaching Plans** for each course offered, which outline the course objectives, learning outcomes, and teaching methodologies. These plans ensure that faculty members have a clear understanding of the curriculum requirements and can design their classes accordingly to provide students with a comprehensive and engaging learning experience. These timetables ensure that classes are conducted at appropriate times and that students have sufficient time to prepare for assessments and complete their assignments.

Internal Assessment

Two Internal Assessments are conducted each year and are conducted as per the guidelines of the University. The Internal Assessment exams are conducted for 20 marks that include a 5 mark Assignment paper also. These internal assessments are strictly conducted by the faculty and give an appropriate measure of the preparedness of the students for the External Semester examinations. As the External examination pattern is only based on comprehensive learning, the internal assessment is designed to incorporate the specific knowledge analysis.

Overall, the institution's process of curriculum planning and delivery is comprehensive and well documented, ensuring that students receive the best possible education and are well-prepared for their future careers. The academic calendars, continuous internal assessments, mid-term exams, workload allocation, teaching plans, and institutional timetables provide a framework for effective curriculum planning and delivery, and the institution is committed to continuous improvisation. of its academics to ensure the best possible outcomes for its students.

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: 11

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

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: 28.12

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
108	123	30	60	37

File Description	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:

The affiliating university Telangana University is strategically designed to integrate cross-cutting issues in the curriculum to inculcate social and general awareness, professional competencies, ethics, human values, and sensitize students to environmental sustainability. The curriculum is designed to provide a comprehensive education that equips students with the necessary skills and knowledge to face the

world's challenges. Apart from the curriculum, Telangana Tribal Welfare Residential Degree College (M),

Kamareddy conducts numerous programs to impart knowledge relevant to these issues. Ethics, gender parity, and environmental protection are foundational principles at our institution, reflecting our college's mission. Staff take the responsibility of instilling these values through various approaches

1. Professional ethics: In the classroom, students are introduced to the expected standards of professional behavior. Lectures incorporate examples of ethical and unethical practices, with faculty emphasizing proper conduct and discussing misconduct and fraudulent practices. Topics such as the Companies Act, Accounting Standards, business laws, Consumer Protection Act, Advertising Standards, Marketing Ethics, and examples from physical and life sciences provide opportunities to enlighten students about moral and professional behaviour.

2. Commemorative days: Department-specific events serve as occasions to highlight accepted professional practices and reinforce their significance.

3. Assembly sessions: Weekly assemblies offer an opportunity to reinforce the importance of practicing professional ethics, promoting sensitivity to all genders, and reflecting on environmental issues and human values.

4. Gender equality: At our men-exclusive college, we foster an environment that transcends gender differences. During orientation, students are praised for choosing higher education and are encouraged to broaden their horizons.

5. Human values: Our institution strongly embodies human values such as honesty, commitment, compassion, and equality. We seize every opportunity to reinforce these values. Assembly sessions, with skits, speeches, and storytelling, serve as the largest platform for promoting human values. The mandatory rendering of the national song and anthem at the beginning and end of each assembly session fosters national pride and consciousness. Classroom teaching also provides opportunities to inculcate human values through anecdotes, shared experiences, and discussions on global events in an informal manner.

6. Environmental issues: We believe that preserving and protecting the environment is an important human value. Therefore, we take systematic steps to instill environmental consciousness through our Healthy Thursday program. Students take the lead in organizing events related to water conservation, ozone layer protection, forest conservation, and energy conservation. Initiatives such as promoting the usage of cloth bags, setting up composting and vermiculture pits, and practicing waste segregation actively involve students in environmental protection. Through various curricular, co-curricular, and extracurricular activities, our college seamlessly integrates professional ethics, gender equality, human values, and environmental conservation. We strive to create well-rounded individuals who understand the importance of these principles and their role in shaping a better future.

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 20.23

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

Response: 53

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

Response: D. Feedback collected

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 60.88

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
78	105	107	94	103

2.1.1.2 Number of sanctioned seats year wise during last five years

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

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: 54.25

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
72	96	97	87	82

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
160	160	160	160	160

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: 16.38

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:

The institution extensively adopts student-centric methods of teaching-learning, in order to achieve holistic development of students. As a part of curriculum, varied range of student-centric methods are adopted to encourage the involvement and participation of students. These methods are classified as experiential learning, participative learning and problem solving.

Experiential learning:

Our college incorporates student-centric methods in the annual academic plans and executes the same through its departments, clubs and arms. Field Trips are an important and effective method of experiential learning. During the last five academic years, Field Trips have been conducted by the various departments of the college. Faculty and students were participated and benefitted from these field trips.

Community related activities are realized through NCC and NSS, and Community outreach club. These activities sensitize students contributing in making them better, wholesome beings.

Participative learning:

The College encourages the students to participate in activities such as seminars, group discussions, flipped class etc. Group discussions are conducted to encourage peer learning. Students also actively participate in celebration of important days. This institution also homes clubs like Literary club, theatre club, Music and dance club, stem club, commerce club, e-Plus club which not only allow the student to develop academically but also provides a platform to exhibit their talents.

Problem – solving method:

Problem-solving is a process of identifying, analyzing and, resolving problems. This method encourages active learning, promotes collaboration, and allows students to take ownership of their learning. It involves providing students with real-world problems and challenges that require them to apply their knowledge, skills, and creativity to find solutions. Conducting brain storming sessions and case studies help develop the problem solving abilities of students. The final year students are encouraged to take up Project works. The project works enhance the ability of the students in the sphere of collecting information, data analysis and report writing. This experience enables the students to take up projects during their post graduation easier and effective.

ICT

To provide efficient ways of teaching to the students and to improve the teaching-learning process, our college is equipped with necessary ICT tools. The Wi-Fi facility, along with broadband internet connection with a speed of 100 MBps is enabled for faculty and students.

The computer lab is equipped with LAN. It is also supported by a UPS. Desktop computers are available to the students and faculty.

Effective use of ICT tools can be seen in the following activities:

- During pandemic, online teaching was taken up through Zoom meetings, Microsoft TEAMS, Google meet etc. Our faculty have created e-content, and shared them with the students.
- Online videos lessons recorded by our faculty and students are uploaded to our YouTube channel TTWRDC (M), Kamareddy. - <https://www.youtube.com/channel/UC8vgTBVtTljDjwLyXx39I9g>
- PPTs, use of projectors, and digital board are the various tools that our faculty have been using to make teaching more efficient.
- ICT tools are also used for administration, examinations and other activities.
- Encouraging the students to use ICT tools for student seminars has enabled them to develop their skills.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 85

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 92.94

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

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

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View 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

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:

This institution is affiliated to Telangana University, Nizamabad and we duly follow the academic calendar and almanac given by the University at the beginning of each semester of the given academic year. As a part of Choice Based Credit System, internal evaluation process plays an important role in the assessment, participation and performance of the students.

The State Government of Telangana started implementation of the CBCS from the Academic Year 2016-17 as per the guidelines of the UGC. The onus is on the University for framing the time-schedule for the semester exams and internal assessments in the form of Almanac for all the semesters. 20% marks are earmarked for internal assessment and the remaining 80% marks for university examinations semester wise.

According to the guidelines of the CBCS, the university conducts two internals in each of the two semesters every academic year.

The division of 20 marks for the Internal Assessment is as follows:

	No of Questions	Marks allotted for each question

			Total
Multiple choice questions	10	1/2	5
Fill in the Blanks	10	1/2	5
One mark answers	5	1	5
Assignment			5
Total			20

No Assignments for any 3 credit Core/Elective core/Paper.

The students are informed and made aware of the pattern of internal examination and the evaluation criteria. They are informed about the weightage given and the types of questions.

The marks of internal assessment are recorded in the departmental internal marks registers.

The continuous and comprehensive evaluation system used by various testing tools like slip tests, seminars and assignments enable us to identify the strength and weakness of the individual students in their respective subjects.

After the exams and evaluation, the marks are entered in the marks register and the same is submitted online to the Examination Branch.

The institution has a transparent and efficient mechanism to ensure the smooth conduct of the internal examinations in the college.

The examination rules and regulations, time tables are specified in the almanac circulated by the university.

The exam branch of the colleges circulates and coordinates with the departments regarding the almanac, fee payments, exam time tables, revaluation, recounting and results.

Internal exams are conducted and evaluated. Valued scripts are given back to the students for checking. Hence, the internal examination system is transparent.

Any grievances of the students related to the internal assessments are addressed by the respective subject faculty and is escalated to the exam branch and principal if still unsatisfactory. Any shortcomings in the examinations are clarified.

At the university level, the grievances of the students pertaining to semester examinations are addressed by issuing notifications for revaluation/recounting, procedure for applying etc.

All the required information and data are provided by the University and are available in the University website.

<https://telanganauniversity.ac.in/teachingassessment.html>

File Description	Document
Upload 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:

Course Outcomes are the statements that help the learners to understand the reason for pursuing the course and helps him to identify what he will be able to do at the end of the course. They assess whether the students are able to do what they are expected to do.

Programme Outcomes (POs) are statements about the knowledge, skills and attitudes the students should have at the end of a formal program (i.e., three-year Arts, Commerce/Science Programmes. POs are broader statements that describe what the students are expected to learn and would be able to do after their Bachelor degree.

These give an understanding to the students and channelize the teaching to do what they are expected to do.

The POs and COs are designed and framed according to the courses offered by the college in line with the curriculum of the affiliating university.

The learning outcomes are an integral part of the vision and mission of the institution.

Learning outcomes are focused at the end of every seminar.

The BOS of university frames the syllabus.

Department meetings are conducted at the beginning of every academic year to plan in view of the learning outcomes and communicate the same to the students at the time of induction.

Certificate courses are also designed according to cater to the need of the students.

Alumni who have excelled in various fields are invited to give insights to the students and motivational lectures. The alumni explain how the various courses and programs have helped them.

Career Guidance Cell initiates and coordinates such motivational programs and various others that help manifest the learning outcomes.

The program outcomes are prepared at the department level. They are communicated to the students.

The faculty are prepared to be well equipped to cater to the needs of the students to bring out the learning outcomes effectively.

File Description	Document
Upload 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 college offers three programs ie. Arts, Science, Commerce.

In the orientation program, Principal and staff communicate to the students the expected outcomes of the various programs and courses, in terms of knowledge, skills and values to be acquired by the students. Attainment of program outcomes and course outcomes are the mirror image of the attributes attained by the learners. This is a constant evolving process.

The attainment of course outcomes is measured by the concerned course handling faculty member through various assessment methods. This institution is affiliated to Telangana University, Nizamabad and we duly follow the academic calendar and almanac given by the University. According to the guidelines of the CBCS, the university conducts two internals in odd semester and two internals in even semester. The scheme of evaluation of has 80% University Examinations and 20% marks through continuous internal evaluation. The assessment of the attainment of course outcomes is carried out through internal evaluation which also includes assignment given to the students. Course outcomes are also evaluated through University examinations and practical examinations.

The Program outcome attainment is measured in respect of all the students of a program on the basis of their final CGPA (Cumulative Grade Point Average) score at the time of passing of the program. The program outcome attainment is determined by the percentage of the student scoring CGPA.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 78.64

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
47	60	69	56	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	80	84	59	00

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: 3.41

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: 0

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	0	0	0	0

File Description

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:

Indian Knowledge System

The college is connected to the tribal community, who form the indigenous people, connected with the nature till date. Their practices in their occupational and day to day life are an implicit part of Indian Knowledge System.

We have tried to integrate the Indian knowledge system into the academic and the non academic part of a student's life within the college. The college through its dedicated staff has designed a few certificate courses, which aim at created an awareness on Indian Knowledge System and conserving the same. The certificate courses thus offered are:

'Ayurveda: Indian Traditional system of Medicine' by the Department of Botany

Course Objectives:

- To give an introduction to the medicinal values of various plants.
- To enlighten the students about the chemical composition of plants.
- To empower the students with the knowledge of medicinal plants and their utility.
- To transform the students into more knowledgeable persons.

Learning outcomes:

- Students will get a basic idea of traditional medicinal values.
- They will be able to identify and utilise the plants for health benefits.
- They will impart their knowledge into common people in their thandas and villages.

'Buddha and His Philosophy' by the Department of Political Science

Couse Objectives:

- To give a basic understanding of the philosophy of Buddhism.
- To make the students learn the importance of Indian philosophy.
- To transform the students into good humans beings through the practice of Astanga Marga.
- To spread the Indian knowledge system of philosophy of Buddha

Learning Outcomes:

- Students will learn the importance of 'Right Way of Living'
- They will be able to transform into ideal people in their own possible limits
- They will become the ambassadors of Indian Knowledge System

'Indian Folk Art: Warli Paiting' by Creative Club

Course Objectives:

- To give a basic understanding of Indian folk arts of paintings.
- To make the students master simple to complex designs in Warli Art.
- To transform the students into skilled artists in the field of Warli Art tradition.
- To spread the Indian knowledge system of traditional folk arts

Learning Outcomes:

- Students will learn the skills of Warli Art
- They will be able to create their own paintings with a little investment
- They will become the ambassadors of Indian Knowledge System

'Indian Folk Art: Gond Painting' by Creative Club

Course Objectives:

- To give a basic understanding of Indian folk arts of paintings.
- To make the students master simple to complex designs in Gond Art.
- To transform the students into skilled artists in the field of Gond Art tradition.
- To spread the Indian knowledge system of traditional folk arts

Learning Outcomes:

- Students will learn the skills of Gond Art
- They will be able to create their own paintings with a little investment
- They will become the ambassadors of Indian Knowledge System

However, the college played negligible role in creating opportunities for innovations, awareness on IPR, establishing incubation centre. The college being very young and the faculty with little prior experience of working at Degree Colleges, we could not take measures in this regard.

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: 2

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
01	1	0	0	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: 0.03

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	0	0	1	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
Link to re-directing to journal source-cite website in case of digital journals	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
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	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:

Students of Telangana Tribal welfare residential degree college for men, Kamareddy actively engages in extension activities within the neighbourhood community, focusing on students' holistic development and creating a positive impact. Over the last five years, the college has conducted various initiatives. Few representative activities are listed below:

Visit to Bethelu Orphanage

The first programme was a visit to Bethelu Orphanage at Domakonda. Students interacted with old women and children who were staying in that orphanage. The students also handed over biscuits and chocolates to them.

Reaching the poorest at Kamareddy Railway station

This was a tough programme. Students were not willing to meet the poorest people, especially the beggars. However, some students came forward and interacted with the poorest people, at the Railway Station in Kamareddy. There were few, who were willing to work, but had no work and took shelter at the station and often begged to survive. Two women were thrown out of their houses and were forced to beg. Some sold vegetables and fruits in lesser quantity and made a respectful living. We distributed pulihora/lemon rice and bananas to them and they were very happy to receive them.

Visit to Devanpalli Police Station

The second programme was a visit to Devanpalli Police Station in Kamareddy District. Students interacted with the police officers with several questions. Police are considered as a part of the state apparatus and thus they are not given an ear to hear their problems. They face several hardships and also sacrifice their lives for the sake of duty. The students spoke to the policemen and asked about the life style of a police officer, their daily routine and so on. Life of a policeman is often taken for granted. They are expected to be present everywhere to ensure that crimes don't take place. Finally, they also asked the Police officer to advice on choosing the job of a policeman as a career. The officer said that it gives them great satisfaction, when they help someone in need and that drives them to do the job in spite of several hardships.

Puneet sagar Abhiyaan

As a part of training programme under Puneet sagar Abhiyaan students of NCC have participated in cleaning programme at peddha cheruvu near kamareddy and removed accumulated plastic compounds. They have created awareness among the villagers about the role of clean environment especially to prevent water pollution.

Awareness on road safety and CYBER crimes

Students were sensitized to road safety and cyber-crime awareness and issues facing the society in present scenario.

Extension program with Red Cross society

The College has conducted blood donating camp in collaboration with Red Cross society. Students were enthusiastically come forward to donate blood for saving lives.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Awards and Recognitions for Extension Activities

- Received certificate of appreciation from the Telangana University vice chancellor for the benevolent gesture in donating blood to Rotary Blood Bank which helped in saving precious human life.
- A Certificate of Appreciation is awarded to the Community Outreach Club, for their commendable services during the academic year, 2019-2020, from TTWREIS, Gurukuma, Government of Telangana

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: 30

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
03	03	18	06	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: 01

File Description	Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	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 college has procedures to create and continuously enhance the infrastructure in the form of human resources, laboratory equipment, built up space, learning resources. The college has adequate number of class rooms, laboratories, Seminar hall to attend any kind of academic activity. All the departments also equipped exclusive computing resources and departmental libraries.

College has a Library is stocked with necessary books related to academic Syllabus i.e. 6581 text books , 1353 reference books, 08 Journals 10 CD video, competitive exams related materials in the library. For the security and Safety Purpose College has fixed up CCTV Cameras. College is maintaining biometric and physical attendance for all the staff members and students. .

The Institution is running in G+3 floors building with a cellar to facilitate 222 students with 23 Lecturers working in the institution. Cellar is also utilizing as a Kitchen, Store room, Mess and Dining Hall. Ground floor contains all Ist year class rooms, Labs(Zoology, Chemistry, Botany and Physics), RO plant And NCC rooms, In First Floor Office room, Staff room, Computer lab, Digital class room, seminar hall, Library and Well ness center is functioning. IInd floor contains II and III year classrooms. IIIrd floor is functioning as Dormitory for the students. On terrace wash rooms for students are established

College has upgraded teaching and learning facilities with ICT, internet facility and smart boards. Uninterrupted power for teaching and learning UPS.

Total Courses:

B.Sc. : MPCs-BZC.

B.A : HEP.

B.Com : B.Com (Computer Applications)

Computer Lab:

Computer Lab is equipped with well furnished internet facility with 33 computers. Training

given to improve the technical skills with latest version softwares.

Smart board: 01

Projector : 01

LAN – 2 Computer lab

Science Labs: 4 labs equipped with necessary scientific apparatus and well maintained to conduct the all practicals.

List of Equipment's

Chemistry Department: Well equipped with all equipments to conduct B.Sc Practical's.

Conductometers, pH meters, Polari meter, colorimeters, potentiometers, Heating mantles, Magnetic stirrers, Viscometer. Suction pump, Distilled water plant, and Electric water bath.

Physics Department:

Travelling-microscopes, Spectrometers, Polarimeter, Diffraction grating, Logic gate boards, elements prisms, Telescope Sonometers, Carey fosters bridge, Galvanometers, Potentiometers, Resistance boxes, Zener diodes ,Junction diodes.

Botany Department:

Well equipped with modern equipments like Projector, Binocular, Stereobionaculor, Reserch monocular microscopes, Digital incubator, Spectrophotometer, Chromatography chambers.

Zoology Department

Binocular microscope Monocular microscope, Dissection microscopes, Digital incubator, colorimeter, Magnetic stirrer, Glucometer, Compound microscopes, Microscope lamp, Projector, HB meters, different varieties of specimen, Slide, animal models, Centrifuge and hot water baths.

Zoology Museum: Around 50 well preserved specimen from Porifera to Echinodermata are preserved in the Zoology Museum

Computer labs: 02

Computer labs well furnished with computers of latest configuration, internet facility for conducting practical classes

College library:

The Library is located in the first floor of the college building for easy access to staff and students.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 8.2

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
0.93	16.09	1.82	3.59	1.51

File Description	Document
Institutional data in the prescribed format	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 is the heart of the Education System. Library is not just a source of books, magazines, journals and newspapers, but it is the source of inspiration and motivation to learn and lead. A good library can turn an ordinary student into an icon of success. It lays the path to success.

Description:

Our Library is the heart of Organization and it is a treasure of 6581 documents which includes text books for different streams we offer BA,B.Com and BSc (BZC,MPCs). We also have subject wise reference books as patrons can utilize the textbook and also refer to great author books for better understanding. Apart from this we also have books for Post Graduation coaching - practice books, Telugu novels, English novels, NCERT books. We also have books related to aptitude, Reasoning, Banking exam related books to encourage our students to enter into government sectors to serve the society. The College Library is situated in the first floor of College building. And the books are arranged

in subject wise. We have preserved with closed shelving(Glass Almirahs).The room is having good ventilation and aeration.

- SHINE INDIA,
- RATHIYOGITHA DARPAN
- BANKING SERVICE CHRONICLE
- COMPETITION SUCCESS REVIEW

etc monthly and providing some free subscription and access portals those are “e-resources for self learning”as of entertainment and relaxation part we provide THE HINDU weekly magazines. Library organizes Orientation Programs to Fresh patrons, Book Exhibition to attract patrons attention towards Library Services, National library week celebrations to tell the importance of the library.

View Document Library Automation Software Appearance

Library having 2 PC's with the internet speed of 100 Mbps.

Name of the ILMS software: Newgenlib

Nature of Automation: partially

Version: 3.3.1

Year of Automation: 2023

Facilities in the Library:

- **Periodical section: Journals, 4 English and Telugu Newspapers .**
- **Reprographic service**
- **Reading room facility**
- **Printing facility**
- **Separate competitive exam cell with latest books for State /Central UPSC/TSPSC Examinations/ PG entrance/ B.Ed entrance, General Knowledge Books and , RRB, BSRB, NET, IBPS, Forest, Police and Postal Recruitment books.**

The Institute maintains a wide selection of non-academic ,rare and non book materials to provide patrons an enriched experience and fastest information. The non-academic books cover a wide range of topics that contribute to the development of users. The different topics include, Books on history and literature of India and Telangana. Biography and autobiography of eminent personalities. Books related to GATE, CAT, GMAT, GRE, IELTS and TOEFL and other competitive examinations. Non book materials like maps ,charge,photos and DVD's are available in library. Library preserves history of everything...so as of

educational organization

we preserved previous question papers and paper clippings of NEWS.

Library Resources:

S.No Title of the Books Number of Copies available

- 1 Text books 6581
- 2 Reference books 1985
- 3 News papers 5

No. of books and Journals added during last 5 years:

Year	Books	Journals
2018-19	2018	8
2019-20	573	8
2020-21	993	8
2021-22	370	8
2022-23	905	8
Total(5 Years)	4859	8
Previous Stock	1682	
Grand Total	6581	

File Description	Document
Upload 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:

Institution has a well Developed system for providing IT Facilities to the users. Maintenance and up gradation are done from time to time. ICT used in every day class teaching, office, library and examination branch. There are more than 33 Computer Systems are there in the College.

At the beginning of every academic year the department of computer science organizes assessment for

replacement up gradation / addition of the existing infrastructure is carried out based on the suggestions from in charges of the departments. The IT facilities have been upgraded in several phases during the last five years.

Hardware:

Hardware up gradation is being carried out as a regular basis as per requirements of individual departments.

Systems have been replaced with new models with advanced configurations and specifications like 4GB/8GB RAM Intel i3, i5, and 1TB/500 GB hard drives.

Software:

Adobe readers, C, C++, JAVA, Adobe Photoshop, tally ERPA, Multrim and R – Programming etc.

LATEX, Arduino, Android studio, php, MySQL and Apache web server are installed in computer laboratories for students.

Antivirus is deployed through a centralized Server and updated annually. The operating system is updated in a phased manner.

Our institution is using DYNAMIC BROAD BAND AND CABLE NETWORK has providing high speed internet more than 100 MBPS, Institution has Wi-Fi facility for the students and faculty members to avail internet facility for computing and communication resources, email, up/downloading of web-based applications for preparation of student study projects, Seminars etc.

Details of the computer systems with its configurations:

Department	Year	Invoice No	Configuratio n	No
Computers	2018	706(17)	Dell Optiplex 3050 i3 Dell Desktops Processor: i3 1 TB HDD	02

Self Study Report of TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR MEN,
KAMAREDDY

			Windows 10 XP		
Akshara enterprises pvt Ltd.	2018	706(17) 07-02-2018	Intel i3-7100 4 GB RAM 1 TB HDD		10
		Desktop/Dell	Windows 10 1		
Edique solutions pvt ltd.	2020	2701/26-09- 2020/Dell	Core i5 Processor 8 GB RAM Model: Optiplex 3070SFF BTX-512 GB E2016h HDD		20
Amrutha System& solutions	2021	180100559	Numeric 7.5 KVA and Quanta 12V Projector		01
					d)
Total				33 (32+1 Projector)	33 (32+1 Projector)

Internet connectivity in last 5 years:

Parameter	2018 – 19	2021 - 22	
Internet connectivity and bandwidth	10 MBPS(NME-ICT)	100 MBPS	
Parameter	2022-23	2023-24	
Dynamic bandwidth	100 mbps		

Total internet connectivity bandwidth = A (**100 MBPS**)

Annual maintenance committee is monitoring the Maintenance of computer, installation of software and up gradation of hardware including college official website is done by contract basis per the resolution taken by the staff meeting under the chairmanship of the college principal.

At the start of the academic year academic and administrative committees are constituted **E-classroom/Website/Internet Committee:**

Convenor:Smt.Annapurna,Principal

Members:Sri.Rama Laxmi, Lecturer in English

Sri.Lavanya V.L, Lecturer in Computer science/Applications Sri.B. Ravinder, Lecturer in Computer science/Applications

Student Members

- 1..Ashoki III B.Sc
2. V.Rakedh II B.Com
3. Nithi chary B.Sc.

The overall supervision is done by the in charge of Computer science department and Computer science faculty members as well as website committee.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 8.45

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

Response: 31

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 0.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.11	0.0128	0.523	0.296	0.93

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: 100

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
262	285	289	258	179

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View 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: 0.31

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
01	03	0	0	0

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: 16.89

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
05	13	21	11	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
74	77	85	60	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

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: 0

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
0	0	0	0	0

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 2.4

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
03	03	02	04	0

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:

Alumni Association

The foundation:

The Alumni Association of the Institute was formed in the year 2022 and has been registered with The Registrar of Societies with the Name “ TTWRDC(M) KAMAREDDY Alumni Association ” . It is formed with 7 enthusiastic members. The main aim of the association was to bring the former students of TTWRDC(M) KAMAREDDY under one roof, by leveraging the latest technological developments, to share their experiences, knowledge and talents amongst its members and students of TTWRDC(M) KAMAREDDY for fellowship and for advancement of knowledge.

The main objectives of the association are,

Networking

Our association has members who are enthusiastic individuals who aspire to come up in life. One of the main objectives of the association is connecting them to benefit each other. It is a social network based on private alumni networks focused on helping an alum / student get trusted help from his alumni network. Help ranging from getting referral for jobs, advice for careers, recommendations for services.

Some of the Major networking events the association conducts are

Alumni Meet

1st meeting:

Alumni of MPCs batch 2019-2022 have organized a meet along with 2022-23 final year students to motivate them to pursue higher education and also suggested them to focus on placements in April-2023.

As our College has started only in the year 2017 and till date only 5 batches have completed their graduation and are still pursuing their higher education, the contribution of the Alumni Association cannot be expected to be very high with absolutely nil monetary contributions.

However, everytime, an alumni comes back to us to share their achievements, we conduct formal and informal talks with the students. These successful alumni often interact with students and motivate them to study well.

File Description	Document
Upload 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:

Institutional Vision and Leadership

The governance of the institution is carried out in accordance with the vision and the mission of the institution.

'Telangana Tribal Welfare Residential Degree College for Men Kamareddy's Vision and Mission reflect the ideals of Indian Constitution and are in coordination with Sustainable Development Goals.

Vision

To create an egalitarian society, in which, citizens from social, economic and historically deprived backgrounds, become equal stakeholders.

Mission

Our mission is to educate, empower and enrich every student with the ability to use their inherent potentials to the highest possible levels and transform their dreams into a reality.

Motto

Aspire acquire inspire

Objectives

- To Facilitate 'Quality Education' to the Students from economically poor background
- To Realise 'Equality of Status and Opportunity'
- To Emancipate transformation of Students into 'Ideal Citizens'
- To Establish an Exemplary in the 'Emancipation of Marginalised Sections' of our Society

Perspective Plan:

The Perspective Plan of the institution was prepared by the IQAC for the pre Accreditation period (2018-19 to 2022-23.) The "Perspective plan " or "Strategic plan" which provides the roadmap for the

development of the institution has been drafted by the IQAC along with all Heads of the Departments.

Some of the most important areas of focus in the Perspective Plan are:

- Certificate courses
- Career counselling
- Project based learning
- Introduce Feedback analysis
- Create content for all semesters
- Coaching for PG Entrance
- Establish and improve labs
- Enhance Information and Communication Technology (ICT).
- Sports and other activities
- Improve collection of books in the library
- Introduce various clubs for the students

Decentralisation of Decision-Making:

"Leadership should be more participative than directive, more enabling than performing" - Mary D. Poole

The Principal, as the academic head of the institution, practices decentralisation and transparency in all academic activities. He/she ensures that the members of the teaching staff are involved in all activities related to planning and implementation and also delegates authority and responsibility. All the academic activities are carried out by the Principal and Vice Principal who is responsible for the smooth conduct of all academic activities from admissions to examinations. All the teaching staff are given equal opportunity to share their opinions and thus make the decision making process all inclusive.

There is further decentralization at the level of the individual departments. The heads of the departments within the faculties of Arts, Science and Commerce, are responsible for all the activities conducted within the departments. for the preparation of Departmental Action Plan, division of workload, students study projects, remedial coaching, results analysis, etc.

The institution believes in giving ownership of decisions to all the members of the Teaching staff. It encourages the participation of faculty in the decision-making process.

Some of the most important committees are as follows:

- Admission Committees:
- Internal Quality Assurance Cell
- Library advisory committee
- Examination Branch
- Grievance Redressal Cell
- Discipline Committee
- Anti-Ragging Committee
- Career Guidance Cell

Apart from this, we also constitute several adhoc committee as and when required.

Overall, we practice decentralisation and transparency in the decision making process and overall governance of the institution.

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:

Implementation of Perspective Plan

The college tries to implement the Perspective Plan through the Principal as the head of the institution. The college implements the prespective plan through formulating the academic plan every year and implement the same in a phased manner. The Principal along with the Vice Principal ensures that the members of the teaching staff are involved in all activities of the institution. He/She also delegates authority and responsibility to the faculty for the same. All the academic activities are carried out by the Principal and Vice Principal who is responsible for the smooth conduct of all academic activities from admissions to examinations. All the teaching staff are given equal opportunity to share their opinions and thus make the decision making process all inclusive.

The implementation of several important aspects of perspective plan require the budget and thus, the same is put to the Head Office in the forms of requests, suggestions through emails and formal meetings. The Head Office also gives several targets to be implemented from time to time. They also send monthly calender of activities, which are integrated into the academic plans of the institutions.

The Internal Quality Assurance Cell monitors all administrative and academic activities to ensure quality maintenance and sustenance in the institution. IQAC ensures that the academic plans are in line with the institutional perspective plan and they are implemented effectively. The plans that could not be implemented are ensured to be followed in the next academic year so as to ensure the implentation of the Perspective plan.

Appointment of Faculty

The regular faculty are appointed through (Telangana Residential Educational Institutions Recruitment Board) TREIRB by following the recruitment norms. The regular faculty are selected through open notification and competitive exams followed by demos and interviews. The roster system is followed by giving due weightage to all the social stratification for the recruitment process.

The Guest faculty are recruited through open applications, demos and interviews by the Society, or the Regional Coordinator or Principal as decided by the Society.

Service Rules

The college has the following effective welfare measures for teaching and non-teaching staff:

- Earned leave and surrender of earned leaves
- 5 special casual leave per calendar year for women
- Employees 90 days Child Care Leave for women employees having minor children.
- 06 months Maternity Leave for female employees
- 15 days paternity leave for male employees
- State Government scales of pay
- On-Duty facility to attend Orientation
- On-Duty facility to attend National Seminars, Conferences, etc.
- Perform University duties as a practical examiner, an observer in University exams.
- Casual Leave facility to teaching and non-teaching staff
- Maternity and Paternity Leave
- Half pay leave provision
- Medical leave provision
- Encashment of earned leave
- Medical Reimbursement or EHS (Employee Health Scheme)
- New pension scheme.

The college thus takes up several steps to ensure the effective implementation of the Perspective plans through annual academic plans. It follows established rules for the recruitment of the staff and effective Human Resource Management practices across all the levels of institutional management and administration.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	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: D. 1 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	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:

Performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Performance Appraisal System:

The college has been effectively implementing the performance appraisal system within the institution. At the end of the academic year, the faculty members have to fill the details of their academic, administrative, and other activities during the last academic year in particular, to assess them for future programmes. Appraisal form covers various aspects of teaching, mentoring, feedback, performance of students in that course, publications, organizing and attending FDPs etc., and focus on all-round development of faculty members. Performance appraisal forms are reviewed by Principal for betterment of faculty and the overall development of the institution.

Advise on suitable remedial measures on various academic, administrative and R&D for retention of valuable services of the faculty. The management fosters a friendly workplace environment and supports the development of the personnel. The workforce is consistently given the impression that they are a part of a family here, a home away from home.

Welfare Measures applicable to all Regular Teaching and Non Teaching Staff

- Earned leave and surrender of earned leave

- 5 special casual leave per calendar year for women employees
- 90 days Child Care Leave for women employees having minor children.
- 06 months Maternity Leave for female employees and 15 days paternity leave for male employees
- Training in Basic Computer Skills
- State Government scales of pay
- Personal loan facility
- Home loans or non-teaching staff.
- New pension scheme.
- Medical Reimbursement

Career Development and Progression

Fully Funded FDPs, Seminars and Conferences

- Our institution is one of the Educational Institutions, working under the umbrella of Telangana Tribal Welfare Residential Education Institutions Society (TTWREIS). The TTWREIS provides for several opportunities for the faculty for their career development and progression.
- FDPs are fully funded and organised by the TTWREIS in collaboration with various organisations.
- The teaching and non teaching staff are trained to be updated to the new changes in the field of Education, like NEP, Government Rules, UGC etc.
- Further, Seminars are also organised and faculty are given free participation.

A few examples:

- 5-Day 'POISE Residential Leadership Development Program' organised by TTWREIS in association with Heartfulness Education Trust.
- 13-Day Faculty Development Program on 'Gurukulam Innovative Teaching Methods' organised by TTWREIS in association with Commissionerate of Collegiate Education
- 3-Day BIOME '23 An International Conference on Advances in Biology and Medicine organised by TSWREIS & TTWREIS in association with Telangana Life Sciences & FABA Academy

Encouragement to take up Ph.D and other reasearch work

- The faculty are encouraged to pursue Ph.D. and are given NOC from Head Office, however, without coming into conflict with their regular duties of the institution.
- Further, the faculty are also given one day OD for attending National and International Conferences.
- Faculty are permitted to perform the duties as per University guidelines like paper setting, paper evaluation, observer duties, framing syllabus etc.

Overall, several measures are taken up to improve the quality of performance of the faculty and thus the overall development of the institution is ensured.

File Description	Document
Upload 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: 0

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	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: 11.11

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
02	0	00	13	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

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:

Telangana Tribal Welfare Residential Degree College For Men Kamareddy State Government institution and receives funds solely from the Government of Telangana. The college is committed to quality culture in the area of all financial matters, and therefore subscribes to prudence in planning and utilization of financial resources, as well as, transparency in all financial transactions. Therefore, it practices proper budgeting and optimal utilization of finances.

Utilisation Certificate

The office submits '**Utilisation Certificate**' after completion of every important financial transaction to the Head Office There are procedures in place to ensure transparency in the financial management of the institution.

Financial Audit

The college practices internal and external audits at various levels, periodically in association with the parent institution. The college maintains the following records.

- Cash Book
- Acquaintance register
- Ledger

- Bank Reconciliation Statement
- Income and Expenditure
- Receipts and Payments
- Balance Sheet

Internal Audit

Internal audit is conducted internally by the Principal, Regional Coordinator, through regular visits of officials from Head Office.

External Audit

External audit is an Independent examination of books of accounts by Chartered accountant / firm who is having certificate of practice which is recognised by ICAI-Institute of Chartered Accounts of India. Audit is conducted in accordance with standards of auditing issued by ICAI, and audit is conducted in a fair manner . as per the audit reports books of accounts showing "true and fair view".

All in all the Principal and the staff work with great responsibility as they are accountable and thus ensure regular financial audits.

File Description	Document
Upload 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 Cell

The college has established IQAC in 2018 in order to ensure that the institution reaches the higher standards as enumerated by the UGC, NAAC and other bodies dealing with Higher Education.

Review of Teaching and Learning

The IQAC has contributed significantly for institutionalizing various quality assurance strategies and processes over the past five years.

Grievances: The Mentees are encouraged to approach their respective Mentors with their problems if any. The Mentors help and support the Mentees and provide remedies or suggestions.

Feedback: The Mentors interact with their Mentees on a regular basis in order to provide guidance and counselling and also address grievances, if any. Mentors also interact with the parents of their respective Mentees as a follow-up. Feedback is collected from the Mentees, as well as their parents in order to improve the Mentor-Mentee System.

Key activities were identified, duly taking into consideration the programmes/activities already conducted and those that were necessary to be taken. Some of the key activities as decided by the IQAC were the drafting of a policy on Student-Centred Methodology; regular monitoring of the implementation; training in pedagogy for the teachers; and activities for student support.

The IQAC monitored the entire implementation, thereby ensuring that every member of the teaching staff had attended the orientation programme/workshop organized by it. Reports on compliance were collected, formally and informally, on the use of student-centred methods by the individual teachers or by the departments, on the whole.

Teaching support:

Therefore, the IQAC organized the following programmes to ensure that they received support to make the transition:

- The teachers were familiarized with the concepts of ‘Sage on the Stage’ and ‘Guide on the Side’ which are used to describe the role of the teacher as the fount of all knowledge in the traditional approach and that of the teacher as facilitator in the student-centred approach, respectively.
- Orientation Programmes and workshops were conducted for the teachers providing hands- on experience with the techniques and methods like active learning, pair work and group work, collaborative learning, etc.
- The teachers were encouraged to use experiential learning and problem-solving methodologies.
- Learning support:
- The IQAC was aware of the need to make the students aware of the new methods of learning and so, provided much-needed support to the students in many ways:
- The Orientation/Induction programme conducted by the IQAC at the beginning of the academic year provided the platform to introduce the students to the new concepts.
- Workshops were conducted for the students to familiarize them with the student-centred methods like pair work and group work, collaborative learning, etc.
- Activities like field trips, laboratory practicals, simulations, etc., were demonstrated as student-centred activities so that the students learn on their own and reflect on what they have learnt..

File Description	Document
Upload 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: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	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:

For over five years, our college has been promoting 'gender equity' through various curricular and extracurricular activities. Though the college is an exclusively mens college, the institution does not leave any chance of making them understand the notion of gender equity. The institution believes that both men and women are the equal stake holders in the process of achieving the gender equality.

Administration and other activities

The college has almost equal men and women teaching faculty headed by a woman principal who works with coordination and cooperation of all the staff, to achieve the goals of the institution. The female teaching staff take part in all the academic and administrative works of the institution. They have been taking more than equal roles in the curricular, co-curricular and extra-curricular activities of the institution.

The college provides for the basic needs of the women faculty such as separate staffroom and washroom. The college does not discriminate between men and women faculty in providing opportunities to improve and exhibit their skills.

Gender Sensitization in Curriculum

The Telangana University had provided for 'Gender sensitization' paper for the first year students, in the academic year, 2017-18 and 2018-19. In this course, the students were taught the basic sensible behavior when interacting with the opposite gender, gender diversity, gender stereotypes which provides knowledge about gender roles and sensibilities about opposite gender. Though, this paper has been discontinued by the University, the college took the responsibility of teaching '*Gender Sensitization*' to the students, by introducing a certificate course to the first year students.

Gender Equality and Women Empowerment Cell

In the year 2019, the college has also established '*Gender Equality and Women Empowerment Cell*' which carries out the important task of promoting Gender Equity'. The cell organises various programmes like seminars and talks on gender equality and women empowerment, celebrates National and International Women's day and International men's day. Movies that exhibit the idea of women empowerment such as 'The Great India Kitchen', Mission Mangal, Plan B have been screened for the

students and staff.

Outreach Programmes

The college conducted a unique programme of interacting with the lorry drivers at Ganj Market Yard, in Kamareddy, after the infamous rape and murder of a Veterinary doctor in November 2019 (Disha case). The entire state of Telangana was moved by this horrendous case. Our students, first spoke about the daily routine and then, they brought the topic of Disha case and enquired, how they would react if they find lonely women and girls. The lorry drivers said that everybody is not same. They assured that they will help any women if they approach them. Finally, they pledged to respect and save women, in the times of trouble.

Overall, the students are sensitised towards gender equality and are made to accept that men and women are equal and shall be respected and treated equally.

Thus the college ensures that the objective of achieving equality is achieved in terms of gender also, adding an edge to the vision of the college.

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: D.1 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
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	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
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Provide Links for any other relevant document to support the claim (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:

The College has the tradition of inculcating communal harmony breaking free the barriers of caste, religion, region, and even gender. The various programmes conducted by the college implicitly and explicitly aim at making our students the best in their own right.

Towards an Egalitarian Society

The College has a deep conviction to create an egalitarian society which is incorporated in the vision of the college. The college takes all the necessary steps to provide an inclusive environment, specifically as most of the students belong to the deprived sections of the society. Firstly, the college gives the students equal opportunities to take part in several activities without any restriction of religion, region or caste. The college provides for various activities, in which students from different religious, social and cultural backgrounds are encouraged to participate. Team work is encouraged.

All the teaching and non-teaching staff treat students equally, without any special attention or discrimination, to one caste or community or religion or region. Counselling sessions are conducted if

any student expresses or acts in a discriminatory way.

Communal Harmony

The college also takes an additional interest in celebrating various festivals in the college for the students and ensures a harmonious atmosphere in the college. The students participate in these programmes with great interest without any discrimination and prejudice. The important events conducted in the college are Vinayaka Chavithi, Deepavali, Sevalal Jayanthi, Ambedkar Jayanthi, Shivaji Jayanthi, Semi Christmas and Ramzaan. These festivals create an atmosphere of happiness with equality embedded in it. Further, these programmes ensure a harmonious atmosphere in the college which makes it easier to run the institution.

Creating Awareness on Rights

The college regularly observes several important national and international days like National Constitution Day, Voters Day, Consumer Rights Day, International Human Rights Day, and as part of these several awareness programmes are conducted that give the students an insight into the various rights they are empowered with. The Department of Political Science conducts the Certificate course on Indian Constitution, empowers the students from different backgrounds, the knowledge of the rights and duties enshrined in the constitution.

Duties and Responsibilities

Apart from the rights, it is also important to educate the students about their duties. We have student Council elected through democratic means. The Student Council takes responsibility of various aspects in the college and helps in the smooth functioning of the institution. The students participate in various programmes initiated by the college. They also actively take part in making important decisions and also implementing them.

Develop Patriotism and Respect National Symbols

Further, the college also ensures to enhance patriotism among the students and brings in them the spirit of the Indian freedom movement, national flag, national symbols and the constitution. The faculty of various departments participate and conduct several competitions to create the awareness among the students. These include: poster presentation, essay writing, drawing, elocution etc. All these programmes ultimately aim at transforming the students into *good and informed citizens of India and better human beings in the world.*

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 1

Title of the practice

Community Outreach Programme

Objectives of the practice

- Community Outreach is about giving, contributing and helping those who cannot help themselves.
- It makes the students understand various problems of the society.
- It also influences the students to give back to the community.
- It makes students responsible towards their fellow citizens, their community and society in general

The context

- We all live in a society and the society is made of a number of people living different ways of life. It also includes a number of institutions.
- Students, especially in Residential Institutions do not get to interact with different people in the society.
- Community Outreach Club enables them to meet various sections of people of the society.
- They will learn to interact with different people and learn their problems.

The Practice

The college has an exclusive community outreach club dedicated to outreach programmes. The academic

calendar provides for two community outreach programmes every month. Every year, the interested students are selected for the Community Outreach

Programme and are encouraged to participate in the programme with zeal. The college takes into account the important issues that are happening in the society and makes the students familiar with the same. The current issues are taken into consideration in

framing the programme. Some such programmes based on current issues were

- Meeting the fruit Vendors and informing them about not using one time usage plastic covers for packing
- Meeting Lorry drivers and discussing the Disha case and taking a pledge of respecting women
- Conducting corona awareness programme and teaching hand wash techniques just a week ahead of Lockdown in March 2020
- Conducting Village Learning Circles in the remote villages and thandas from July to September 2020 to provide uninterrupted education to the children coming from rural background, marginal sections and low income groups.
- Meeting the paddy farmers
- Corona awareness programme in Sarampally village
- Distribution of Lemon juice to labourers on the occasion of May Day.

Evidence of Success

Our programmes have been able to bring some change in the attitude of the students about the various problems that exist in the society and they were now ready to help the society and also pay back to the society in whatever way possible.

Our programme on Corona awareness and hand wash techniques received appreciation from parents as these children practiced the hand wash techniques and behaved responsibly during the covid pandemic. A total of 18 Village Learning Centres operated successfully and 166 children of the thandas and remote villages benefitted from this programme.

Some of our programmes have been reported in the Telugu newspapers as well.

Problems Encountered and Resources and Required

Some students were not willing to take up programmes that required them to meet very poor and destitute. They were also not willing to reach the remote areas. However with encouragement of faculty and support of few willing students the practice was initiated and successfully implemented.

BEST PRACTICE 2

Title of the practice

Quest Programme

Objectives of the practice

- To learn and understand the living conditions of our students who come from remote areas
- To strengthen the bond between faculty and the students in order to improve the teaching – learning process
- To make people from remote areas learn about our college and its welfare activities

The context

The faculty and the students should have and develop a bond which is necessary to make the process of teaching and learning efficient. The faculty and students may also have age difference, which may hinder the smooth interaction between teacher and the student. This apart, most of our students belong to the tribal community and the teaching staff are mostly from non tribal community. Thus this programme called Quest is important in bridging the gap between the teacher and the students and smoothen the process of teaching and learning and thus contribute to the fulfillment of the Vision of the institution.

The Practice

The college has been practicing this programme continuously even during the covid pandemic. Our faculty dedicate two days to meet the families of our students in the remote areas. They reach up to 100 km also to meet the student. The journey brings to eyes, the conditions, the roads, the remoteness, the problems being faced by the students and their families in their day to day lives. Thus it also helps in understanding the behaviour of the students who might be affected by the family issues like personal as well as financial. The faculty gets a firsthand experience about the need of welfare and importance of education in the life of these students.

Even the students will learn to have faith in the teachers and this will make them efficient learners. The Quest programme thus builds the trust between the faculty and the students. Many of the students feel happy to receive the faculty and the day becomes a memorable day in their lives. The visit is given importance in the villages and thandas as not many such people come to visit their homes.

Evidence of Success

The Quest programme has helped in building the bond between the teachers and the students, which is evident from the continuity of the connections beyond graduation.

Problems Encountered and Resources and Required

The only problem that the faculty have faced is the remoteness of the places they visit. There are no proper road connectivity, and sanitation facilities. The travel expenses are borne by the faculty during this journey which is nominal compared with the hospitality the faculty receive at the villages and thandas. This kind of hospitality and interconnectedness among the villagers and the members of the thandas is something most of the faculty miss in their daily life as several of the

faculty come from urban areas.

File Description	Document
Any other relevant information	View 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:

Holistic Development through Multi-dimensional approach towards Education

Intellectual Development

Apart from the traditional classroom teaching, the institution practices vigorous and varied methods of teaching and learning. This boosts the teaching learning process and illuminates the learning environment. Our college aims at holistic development of the student by balancing academics with co-curricular and extra-curricular activities. It is planned to make learning less stressful for the students without compromising quality. Further, the college gives equal weightage to student centric methods, such as experiential learning, participative learning and problem solving methodologies.

Student Seminars

The seminar method is the most modern and advanced method of teaching. A seminar is an advanced group technique which is usually used in higher education. It is an instructional technique it involves generating a situation for a group to have a guided interaction among themselves on a theme. The institution initiates and follows the above in the teaching learning process.

ICT Tools:

The teaching faculty uses ICT tools for teaching. The students are also encouraged to use ICT tools for preparing and presenting seminars. The students are also trained in basic and advanced computer skills that are essential for their overall development.

Field Trips

Field Trips are another learning programme taken up by the college to give the students a firsthand experience on the various aspects like functioning of an organisation, industry, social issues etc.

Project Works

The institution believes that Project-based learning (PBL) or project-based instruction is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. Therefore the institution makes sure that a student is engaged in Project-based learning (PBL).

Quiz Competitions

The staff conduct quiz programmes occasionally. Quiz competitions are conducted to keep students updated with static and current knowledge of various subjects. The students enjoy the quiz programmes. Equal weightage is given to all fields of knowledge and it is ensured that students from any group shall have equal opportunity to win the quiz.

Coaching for PG Entrance and Employability Skills

The College provides for long term coaching for the students for various Entrance Tests for the Post Graduation Programme. This coaching is conducted for the final year students who are interested in Higher Studies and also Employability Skills. The coaching is also useful for various competitive exams like Civil Services, Group I and II, SI and Constable Entrance exams. Personal Guidance is provided to the students along with material support. Selected students are also sent for CAT coaching, IIT JAM coaching.

Our students gave outstanding performance and secured PG seats in prestigious Universities like, Delhi University, Benaras Hindu University, Pondicherry University Hyderabad Central University and Osmania University.

Internships

Students are selected through competitive exams for internship programmes.

Physical Fitness

Sports are an important part of student life in our college. We give importance to the fitness of our students. No wonder, many of our students get laurels to the college in the sports category, but also have been selected to the tough jobs like the police constables and the army jobs, which require more physical stamina and body fitness along with intellect.

Apart from sports, yoga is also given importance. International Yoga Day is celebrated every year by conducting Yoga practice. Some of our faculty are good yoga practitioners.

The college also has a Health Supervisor, who is responsible for the overall health of the students. The students are taken care of and are administered 24 hrs health care in association with teaching and non teaching staff and students. Awareness programmes on health like Malaria day, Sickle Cell Anaemia and

AIDS have been conducted in the college. The college also arranges for doctor visits.

Emotional

- **House Master**

Each class is assigned to a faculty, who plays the role of a House Master. The House Master acts like a parent to the students of the class and is in reach for the students 24/7, even if the faculty is on leave. The House Master is totally responsible for the education, discipline, health and manners of the respective class for three years. This strengthens the bond between teacher and the students and ensures that the students approach their house master for any clarification, guidance and help. *Even suicidal tendencies are taken care of and have been redressed successfully in our college through the House Masters.*

- **Motivational Programmes**

The college also arranges for motivational programmes. Motivational speakers include important dignitaries, officials from Head Office, Principal, Teaching Staff and Alumni. Such motivational programmes encourage students to take up studies seriously and sincerely and drive them towards their goals.

Creative

Creative skills are another aspect of holistic learning. Our college ensures to give opportunity to each and every student to bring out his creative talents. This can be singing, dancing, acting, painting, writing etc. To cater to such creative needs, the college has constituted the following clubs.

- Music and Dance Club
- Creative Club
- Theatre Club
- Literary Club
- STEMs Club

Social

We all live in a society and the society is made of a number of people living different ways of life. It also includes a number of institutions. Students, especially in Residential Institutions do not get to interact with different people in the society. Community Outreach Club enables them to meet various sections of people of the society. They will learn to interact with different people and learn their problems. It makes the students understand various problems of the society and influences the students to give back to the community. Overall, the college ensures to make students responsible towards their fellow citizens, their community and society in general.

The outreach programmes are carried out by

- Community Outreach Programmes
- NSS

- NCC
- Departments

The students also participated in several blood donation camps organised within and outside the college

Apart from intellectual, physical, emotional, creative and social development, the college also gives importance to moral development, awareness of rights and responsibilities that includes financial literacy, environmental studies and constitutional and legal awareness programmes

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

It is often said that "A picture speaks a thousand words"

But it is also true that many things that our activities cannot be picturised. The institution practices several programmes formal and informal which cannot be recorded in the form of photographs or texts.

Such activities are only registered in the hearts of the students and the faculty. These include several advices, guidance, motivation, encouragement and so on. The faculty have also successfully dealt with the suicidal tendencies, and resolved them. The House Masters play a key role in our institution and thus make our institution a home away home for the students coming from rural and tribal backgrounds.

Concluding Remarks :

Our institution has taken several steps to achieve its Vision, through its Mission and has been improving on various grounds, which is evident from the success stories that are celebrated several kilometres away from the institution in the remote village and thandas.

The cheers of success are boosters to work harder even more, even better and for ever.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification : 23 Answer After DVV Verification :11</p>																				
1.2.2	<p><i>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</i></p> <p>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</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>205</td> <td>115</td> <td>78</td> <td>186</td> <td>67</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>108</td> <td>123</td> <td>30</td> <td>60</td> <td>37</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	205	115	78	186	67	2022-23	2021-22	2020-21	2019-20	2018-19	108	123	30	60	37
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205	115	78	186	67																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
108	123	30	60	37																	
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 : 130 Answer after DVV Verification: 53</p>																				
1.4.1	<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>Answer before DVV Verification : C. Feedback collected and analysed Answer After DVV Verification: D. Feedback collected</p>																				
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

78	105	107	94	103
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
72	96	97	87	82

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	18	18	11

Answer After DVV Verification :

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

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	1	0	0	0

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	0	0	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	0	0

Answer After DVV Verification :

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

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
18	7	2	7	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	18	06	0

Remark : In compliance with NAAC SoPs the figures have been revised Only extension activities for the benefit of community have been considered. Excluded National festivals, Days celebrations like Yoga day, Women's day etc.,

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 : 16

Answer After DVV Verification :01

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.94	16.09	1.82	3.59	1.4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.93	16.09	1.82	3.59	1.51

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

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

Answer before DVV Verification : 31

Answer after DVV Verification: 31

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

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10.42	57.79	40.01	35.43	0.93

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.11	0.0128	0.523	0.296	0.93

Remark : HEI has provided audit sheets only for FY2021-22, 2020-21, and 2019-20.

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: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	21	26	31	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	03	0	0	0

Remark : Revised as per the clarification provided.

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

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
14	21	26	31	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	13	21	11	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

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
13	0	0	0	1

Answer After DVV Verification :

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

4	2	0	0	0
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Answer After DVV Verification :

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

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
25	4	6	25	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	02	04	0

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: D. 1 of the above

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
20	0	42	11	0

Answer After DVV Verification :

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

02	0	00	13	0
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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
3	1	1	0	0

Answer After DVV Verification :

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

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.**

Answer before DVV Verification : B. Any 3 of the above

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

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: D.1 of the above

Remark : Revised as per the documents provided.

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 41 Answer after DVV Verification : 29</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>21</td> <td>21</td> <td>21</td> <td>21</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>17</td> <td>21</td> <td>19</td> <td>12</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	21	21	17	2022-23	2021-22	2020-21	2019-20	2018-19	16	17	21	19	12
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	21	21	21	17																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	17	21	19	12																	
2.1	<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" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>50.16</td> <td>50.28</td> <td>91.89</td> <td>70.27</td> <td>43.24</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>50.16</td> <td>48.48</td> <td>79.93</td> <td>70.27</td> <td>43.24</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	50.16	50.28	91.89	70.27	43.24	2022-23	2021-22	2020-21	2019-20	2018-19	50.16	48.48	79.93	70.27	43.24
2022-23	2021-22	2020-21	2019-20	2018-19																	
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