

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Telangana Tribal Welfare Residential Degree College(Girls), Mahabubabad is affiliated to Kakatiya University, Warangal, adopting the curriculum designed and prescribed by the University. According to the suggestions and guidelines of the Telangana State Council of Higher Education (TSCHE), the University revises the curriculum from time to time to suit the desired requirements. At the very beginning of the academic year, the academic coordinator convenes a meeting with all Department in-charges under the chairmanship of the principal and prepares an annual action plan as per the University almanac for odd and even semester in a year, strictly adhering to the implementation of institutional action plan. CBCS (Choice Based Credit System) curriculum is designed by TSCHE. The CBCS system introduced from the academic year 2016-2017. The college academic plan includes curricular, co-curricular,extra-curricular activities for the effective implementation of the curriculum.

Bridge course classes are conducted at the beginning of the academic year in all subjects, and orientation on CBCS curriculum is provided by every department. All the students are provided month and semester-wise schedules well in advance by departments. The institution ensures effective curriculum by integrating latest inputs in the subjects and enrich the syllabus through extension lectures, seminars by inviting subject experts from various colleges, Universities, and Research Institutes.

All the members of the faculty prepared curricular plans as per the University Almanac, Synopsis, and Teaching Diaries for successful delivery of curriculum. Departmental meetings are held regularly to review the implementation of syllabus and academic action plan. Faculty are deputed to participate at periodical departmental conferences, trainings, workshops, Faculty Development Programs (FDPs), Refresher Courses (RC), Orientation Courses (OC) organized by the CCE (Commissionerate of Collegiate education), affiliating University and academic staff colleges/HRDC in regular intervals invigorates their teaching appetite.

Study material is provided to every student in all the subjects. In every subject, student seminars, study projects, field trips, study and industrial tours, debates, group discussions are conducted. Essay writing, quiz, and elocution competitions are also organized as per academic plan. The delivery of the curriculum is documented at each department. Each department maintains the record of the students' seminars, assignments, students' study projects, internals marks, University results, remedial coaching records, mentor-mentee cards, etc. All these are updated to reflect the performance of the student.

TASK (Telangana Academy for Skill and Knowledge Centre) at the college has started giving training to students in employability skills and providing greater opportunities for the learners. During Covid-19 imposed lockdown, college planned online classes and curriculum delivery and implemented the

academic plans till the physical mode of classes is restored.

Principal regularly reviews the progress of the curriculum delivery with all department in-charges. The IQAC monitors the overall curriculum delivery and documentation, conducts reviews regularly, and additional inputs are integrated for betterment. Feedback forms are collected on curriculum from Students, Teachers, and alumni paper-wise and semester-wise with analysis, and the outcome is integrated from time to time to strengthen ongoing curricular activities. External & Internal Academic Audit is conducted to assess the curriculum delivery mechanism.

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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: 120

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 100

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
480	468	402	390	232

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Telangana Tribal Welfare Residential Degree College, Mahabubabad believes in the holistic development of students and strives to shape the students into a responsible citizen of the nation. In achieving this broader objective the college strives to teach the crossing-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics. These subjects are taught as part of the regular curriculum prescribed by Kakatiya University. Along with the regular curriculum teaching the College also has an inbuilt mechanism to create practical awareness towards these issues and have practical exposure through the working of various cells and committees such as:

- Women Empowerment Cell (WEC),
- Environment Committee,
- Mentoring,
- Personality development programmes under the supervision of Career guidance cell,

As far as the issues relevant to Gender are concerned, Women Empowerment Cell looks after ‘Gender Sensitization’ programmes to create the awareness. The objective of the activities performed by the WEC helps the students in creating awareness towards gender issues and creates respect towards the girl students in general and women in the society in particular. Promotion of such thought and action is also delivered through Course Content in the classroom instruction.

The NSS Unit of the college do consider Environment and Sustainability to attract students’ attention and participation in creating awareness about environmental problems and impart basic knowledge about the environment and its allied problems. To enable the students and teachers to understand the endangered future of the mankind in respect of the ecological balance, the activities promote the awareness on – Plantation & Reforestation (Haritha Haram), Water Sustainability, Pollution Control, Environmental Legislation, Programme of Action on Global Warming, Sustenance of Biodiversity and so on. Environmental studies are also a regular paper being taught in the first semester across all the courses as prescribed by the Kakatiya University.

The institution observes Human Values and Professional Ethics as one of the Courses to be taught to all the U.G. Programmes. Right Conduct (truth in action), Non-Violence (realization of responsibilities and identifying others’ rights towards respect for life), Truth (indispensable ethical discipline), Peace (control over mind) and Love (unconditional and unselfish care) are the icons of core Human Values. The college strives to inculcate all these ethical values among the students through the conduct of curricular, co-curricular and extracurricular activities.

The teacher should play the role of Facilitator. There shall be no room for the distinction of Right or Wrong, good or bad, Pros & Cons, and verdict on the students’ reflection in the teaching-learning process. Creating Gender awareness, especially young adults is a great need of our today’s Gender biased Society. The college is well-prepared to address Gender issues. For this, a Skill Enhancement course (SEC) on Gender Sensitization is included in the curriculum. The Women Empowerment Cell (WEC) actively involved in creating awareness on Gender equity.

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

<p>1.3.2</p> <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>Response: 85.42</p>
<p>1.3.2.1 Number of students undertaking project work/field work / internships</p> <p>Response: 410</p>

File Description	Document
Upload supporting document	View 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: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document