



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**TELANGANA TRIBAL WELFARE RESIDENTIAL
DEGREE COLLEGE OF LIFE SCIENCES FOR WOMENS,
NIZAMABAD**

**YTC BUILDING, GOLLA GUTTA THANDA, NEAR DIET COLLEGE, NAGARAM
503001**

<https://www.ttwrdes.ac.in/Nizamabad/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE OF LIFE SCIENCES FOR WOMENS, NIZAMABAD, is one of the 22 Tribal Welfare Residential Degree colleges established in the State of Telangana under the aegis of TTWRDCLS, Tribal Welfare, Gurukulam. It is the outcome of the 'KG to PG' free education policy of the Government of Telangana that started with the academic year 2016–17.

Tribal Welfare Colleges were launched to cater to the needs of higher education among the students coming from the most backward and secluded sections of Telangana State.

The Telangana Tribal Welfare Gurukulam originated from the APTWREIS, which was established in the year 1984. The society has started its great journey with herculean task of transforming 270 residential schools into centres of excellence in not only academics but also its co-curricular and extra-curricular fronts. Its journey has continued up to the year 1998. In the year 1998, the society was bifurcated into two, facilitating the creation of tribal welfare from social welfare by allocating 65 residential schools. Thereafter, in 1999, the APTWREIS was declared an autonomous society to guide its institutions to achieve national-level educational standards.

The Government of Telangana gives utmost importance to education and has resolved to provide a KG to PG free education policy to provide free education. In 2017, the year 2017 marked the beginning of 22 TTWRDCs in the state of Telangana. Vide G.O. Ms. No. 40, dt: 06.07.2017. Among those 22 TTWRDCLS colleges, 15 have been allocated to women to transform themselves into the most empowered women in society, postponing their marriage until they stand on their own two legs. The other 7 colleges were allocated to men to flourish themselves into highly knowledgeable students to compete with their counterparts from the upper strata of society. Keeping with the spirit of the ideals of Gurukulam, our college, TTWRDCLS (W), Nizamabad, aims not only at the academic excellence of the students but also gives equal importance to their future careers and opportunities.

The state government blazes a trail to close the education gap for tribal communities. It builds colleges that cater to tribal students' unique needs.

Vision

The institution envisions producing graduates who excel in various developmental spheres, equipped with knowledge, high values, integrity, and citizenship.

Mission

To educate, empower, and enrich every student, transforming them into confident and successful citizens of Telangana, India, and the world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Progressive and supportive management committed to empowering women through higher education.**
- **The transparency mechanism is executed in the institution.**
- **CCTV surveillance is conducted throughout the campus.**
- **Initiatives to conserve energy, such as promoting the adoption of LED lights,**
- **Supply of RO water.**
- **Environmental activities and e-waste management help to create a clean, green, and plastic-free campus with excellent energy savings.**
- **Divyangjan-friendly campus**
- **Faculty members are dedicated and committed to their work and have a wealth of expertise in teaching and learning.**
- **Awards and medals for academic achievers**
- **A wide range of student-centred activities is offered through various groups to provide a diverse range of experiences.**
- **Facilitating excellent student support programmes such as mentorship, scholarships, and career counselling**
- **In conjunction with professional bodies and industry, add-on courses and job-oriented training are given to the students.**
- **Community services are taken up through the National Service Scheme, Youth Red Cross, Health Club, Red Ribbon Club, and Literacy Club Active Alumni. Consistent pass percentage**

Institutional Weakness

- **Inadequate communication skills are due to a lack of English competence.**
- **Less number of doctorates**
- **Lack of research**
- **The majority of students come from religiously strict and orthodox homes. As a result, individuals**

are afraid to take on IT careers due to concerns about their safety and security.

Institutional Opportunity

- **The college operates on a two-shift basis, working 24 hours a day to make the best use of the available resources in order to meet the needs of the large student population.**
- **The ICT equipment and computer labs available in the college 24 hours are utilised utmost in the two-shift mode and will offer training programmes to create employable opportunities for the students.**
- **The Entrepreneur Development Cell will provide an opportunity for the college to facilitate skill development and entrepreneurship programmes for the students.**
- **The COVID-19 pandemic has given us an opportunity to re-invent modes and methods of teaching. The students and the teachers of the college have innovated and adapted to new modes of teaching through online platforms such as Microsoft Teams, Zoom, WebEx, Google Meet, and Google Classroom.**
- **The teaching and learning process has been strengthened and supplemented by quality e-resources.**
- **Our students formed Village Learning Circles (VLC) during the pandemic and educated school childrens in their neighbouring areas.**

Institutional Challenge

- **The biggest challenge is to expand the building infrastructure in tune with the emerging demands within the limited space available.**
- **Creating research aptitude in the students, whose aspirations are low due to their socio-economic conditions.**
- **Convincing parents to encourage their daughters to pursue higher education is a challenge for the institution.**
- **During COVID-19 pandemic situations, reaching out to a large student base in an online mode is a challenge, as there are technical glitches regarding the internet connectivity of the students.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college is supported by the Government of Telangana and offers free education to its students. The aim is to educate and empower female students, particularly those belonging to the underprivileged category. Curriculum planning is the mainstay of any higher educational institution. Being an affiliated undergraduate college, our institution depends, to a large extent, on the curricular framework and guidelines provided by the parent university. The responsibility of the institution lies in the academic planning and implementation of the curriculum by adhering to a flexible academic calendar and arranging and documenting the process of continuous internal assessment of students. Since 2018, the curriculum offered at the college has expanded in terms of core and add-on courses. The introduction of MPCs, BBA, and MSCS courses has led to the growth of the core curriculum. On the other hand, institutions' academic diversity is maintained by introducing new add-on courses that are in tune with emerging trends and local needs. The introduction of certificate courses in Computer Application, Vermiculture, Sericulture, Primer Designing, Scientific Report Writing, etc., in the last five years has enhanced the add-on curriculum base. The new CBCS curriculum introduced by the university was successfully adopted by all academic departments. Apart from issues of flexibility and diversity, the college collects feedback on various curricular aspects from different stakeholders, such as students, alumni, and faculty, using a structured format. Stakeholders' expectations, as coded in their feedback, are an important input for the initiation and sustenance of quality initiatives in the institution.

Teaching-learning and Evaluation

College follows an admission policy that includes a preferential option for the poor and the marginalized sections of society especially Scheduled Tribe women. College offers different combinations like in B.SC Life Sciences we have BZC, MZC, BCCs, MCCs, ZCCs and in B.SC Physical Sciences college offers MPC, MPSt, MPCs, MSCs, MCCs and under Management course college offers BBA by CBCS (Bucket System). Lectures are primarily adopted as a method of promoting interest in learning among students. In addition, curricula of the Biological and Physical Sciences include experimental learning as an important tool, while those of the management stream utilize discussions in the classroom and in groups, presentations, quizzes, report-writing, case studies, project and management games in their teaching-learning process.

The curricula aim at both sharpening the students' understanding of subjects as well as improving their grasp of how their subject's interface with the real world.

Only Women Staff are recruited who are well experienced and are encouraged to enhance their knowledge through seminars, conferences and workshops. College maintains a Student-Teacher ratio of 1:20 which allows teachers to concentrate and monitor each and every student and work for the betterment of the child.

There will be morning and evening study hours daily and weekly test conducted on regular basis and monitoring of exams by the Principal. Following the directive issued by Telangana University, a 20-80 weightage scheme is now applicable to marks awarded in internal assessment and end-semester examinations.

Research, Innovations and Extension

TTWRDCLS Nizamabad is committed to serve the society by achieving excellence in higher education,

research, innovation, extension works in Technology, Science and Management. To achieve its mission, college provides technological support to faculty members and students in order to meet the challenges of advances in research, innovation and extension.

The objectives of the research policy are as follows:

1. To establish an administrative structure within the college to support the research and innovation activities.
2. To frame the norms for undertaking Research work and facilitate administrative processes to improve the overall quality of research for betterment of society.
3. To motivate faculty members, staff members, students for cutting-edge research, innovations and incubation.
4. To encourage undertaking of research projects from various funding agencies/sponsors.
5. To encourage collaborative and interdisciplinary research
6. To promote collaborative research projects, supervision and publications in order to meet the above objectives related to innovation.

TTWRDCLS Nizamabad, has established Entrepreneur club to provide a channel by which students can access entrepreneurial resources and share their ideas.

*S-Mall assists start-ups in converting their early-stage business into a highly scalable, commercially viable business and envisions fostering an entrepreneur friendly culture around academics & research. It also provides services related to commercialization.

Our college has a dedicated NSS sub-council and NCC which takes care of various activities in campus as well as in its neighbourhood community.

TTWRDCLS NIZAMABAD also has Women empowerment cell which organizes several events for women empowerment.

Infrastructure and Learning Resources

Telangana Tribal Welfare Degree College for life sciences is located at Nagaram, Gollagutta Thanda Road The College is spread over 939 Sq.fts of land with a constructed total built-up area of 21,780Sq.fts, Ac.10.00 gts a college campus includes class rooms, well-furnished laboratories and libraries, seminar hall, administrative blocks, and residential facilities. Recent developments include newly completed class rooms, laboratories, and extensions to the library. Facilities like cafeteria, spacious class rooms, research laboratories, a common room for women students, staff rooms.

The encouragement of holistic development in students is echoed in the infrastructural facilities provided

by College, which promote a wide range of sporting and cultural activities on campus. The Library has been constantly engaged as an important learning resource for students, With over 5,000 books and a budget of over Rs. 10,00,000 5 years for new additions, the holdings of the Library are increasing rapidly and meaningfully through staff and student inputs.

ICT has been increasingly recognized and utilised as a key tool in effective education. College currently has one ICT-enabled seminar hall, one ICT-enabled classroom, one ICT-enabled dining hall, and two computer labs and students are encouraged to use the facilities for presentations and other academic work.

Student Support and Progression

The institution offers comprehensive support for student progression, ensuring every student receives full scholarships. Various programs aimed at enhancing soft skills, such as Life Skills 360 and soft skills training by Nandi Foundation, are regularly organised. Additionally, the college prioritises student health and hygiene through monthly programs and registration with TASK, facilitating skill development in areas like interview skills, aptitude, and reasoning.

For final-year students, coaching for higher education and competitive examinations is provided, allowing students to choose their preferred field of study. PG classes and employability sessions run consistently without deviation. The college maintains transparency in addressing student grievances, including mechanisms for redressal of issues like sexual harassment and ragging, with dedicated committees.

Various initiatives, such as cybercrime awareness, women's day events, and Jana Vignana Vedika, are undertaken by the college committees. A Career Guidance and Placement Cell assists students in securing placements, while the institution actively participates in sports and cultural activities, with students often winning awards and rewards.

Furthermore, the college has established an Alumni Association to maintain strong connections with former students. Alumni members contribute to bridging the gap between academic life and professional careers, offering guidance and support to current students. They also assist in fundraising efforts for college development and provide insights into career opportunities.

Governance, Leadership and Management

NAAC Criterion 6 focuses on the leadership, management, and governance of an educational institution. This criterion evaluates the effectiveness of the institution's leadership in promoting excellence in teaching, research, and overall institutional development. It also assesses the institution's management practices, including financial management, human resources, and student support services. Additionally, governance structures and processes are scrutinized to ensure transparency, accountability, and participatory decision-making.

Effective leadership is crucial for setting the vision, mission, and goals of the institution. It involves creating a conducive environment for innovation, academic freedom, and continuous improvement. Strong leadership also fosters collaboration among faculty, staff, students, and other stakeholders,

leading to a vibrant academic community.

Management practices encompass various areas, such as financial planning, resource allocation, and quality assurance. A well-managed institution ensures financial sustainability, allocates resources efficiently, maintains infrastructure, and implements quality enhancement measures. Human resource management focuses on recruiting and retaining qualified faculty and staff, providing professional development opportunities, and promoting a positive work culture.

Governance mechanisms play a vital role in ensuring institutional effectiveness and integrity. Transparent decision-making processes, effective communication channels, and mechanisms for stakeholder feedback are essential aspects of good governance. Inclusive governance structures promote participation from all stakeholders, including students, faculty, alumni, and industry partners.

Finally, NAAC Criterion 6 emphasises the importance of strong leadership, effective management practices, and transparent governance for the overall development and excellence of an educational institution. Meeting these criteria demonstrates the institution's commitment to continuous improvement and quality enhancement.

Institutional Values and Best Practices

Our institution promotes gender equality and takes measures to create an inclusive environment. Sensitization programs for students and employees regarding constitutional obligations are conducted.

Gender Equity: The institution should promote gender equity by implementing measures over the last five years. From 2018 until now.

Alternate Energy Sources and Conservation: Facilities for alternate energy sources and energy conservation should be in place.

Waste Management: Describe how the institution manages degradable and non-degradable waste.

Water Conservation: Highlight water conservation initiatives. With mission Bhagiratha.

Green Campus Initiatives: Our College Students Participate in green campus activities (Swachh Gurukul Drive).

Quality Audits: Recently conducted environmental and energy quality audits and received certificates.
Barrier-Free Environment: Ensure a disability-friendly campus.

Inclusive Environment: Describe efforts to create an inclusive environment embracing cultural, regional, linguistic, and socioeconomic diversities.

Constitutional Obligations: Sensitize students and employees about constitutional values, rights, duties, and responsibilities. We follow effective practices that enhance students' holistic development.

Our best practices include

1. House-parents play a crucial role in residential care settings, such as visits to orphanages and homes. Providing emotional and personal support to children. Ensuring a safe and nurturing environment.

2. Quest: It helps to improve an ongoing journey that involves self-reflection, growth, and adaptation. Individuals and organisations strive to be better by embracing change and remaining relevant in a dynamic world.

Our institution's distinctiveness highlights its unique features, such as flora and fauna.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE OF LIFE SCIENCES FOR WOMENS, NIZAMABAD
Address	YTC BUILDING, GOLLA GUTTA THANDA, NEAR DIET COLLEGE, NAGARAM
City	NIZAMABAD
State	Telangana
Pin	503001
Website	https://www.ttwrdds.ac.in/Nizamabad/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	SYEDA ZAINAB	08462-293431	7901097710	-	ttwrddgirls.nizamab ad@gmail.com
IQAC / CIQA coordinator	FAIZIA FATHIMA	-	9059618373	-	iqac.ttwrddcnzb@g mail.com

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

Type of Institution	
By Gender	For Women
By Shift	Regular Day

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	23-01-2024	View Document
12B of UGC		

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	YTC BUILDING, GOLLA GUTTA THANDA, NEAR DIET COLLEGE, NAGARAM	Rural	1.2	2023.428

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	BBA,Bba,BUSINESS ADMINISTRATION	36	Intermediate	English	40	40
UG	BSc,Bsc Life Sciences, MICROBIOLOGY ZOOLOGY CHEMISTRY	36	Intermediate	English	40	27
UG	BSc,Bsc Life Sciences, BOTANY ZOOLOGY CHEMISTRY	36	Intermediate	English	40	37
UG	BSc,Bsc Physical Sciences, MATHEMATICS PHYSICS COMPUTER SCIENCE	36	Intermediate	English	40	22
UG	BSc,Bsc Physical Sciences, MATHEMATICS STATISTICS COMPUTER SCIENCE	36	Intermediate	English	40	20

Position Details of Faculty & Staff in the College

**Self Study Report of TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE OF LIFE SCIENCES
FOR WOMENS, NIZAMABAD**

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				24			
Recruited	0	0	0	0	0	0	0	0	0	24	0	24
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				8
Recruited	0	8	0	8
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				2
Recruited	0	2	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	6	0	6
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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	1	16	0	17
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/M CH	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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	146	0	0	0	146
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	3	4	6	8
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	120	140	97	113
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	23	32	13	20
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	1	1	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		146	177	117	143

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy (NEP) emphasizes a multidisciplinary and interdisciplinary approach to foster holistic and flexible education. Institutional readiness for NEP involves preparing educational
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institutions to integrate diverse disciplines, breaking down traditional silos between subjects. This approach aims to provide students with a broad-based education that encourages critical thinking, creativity, and problem-solving skills. Key steps for institutional readiness include curriculum redesign to include a wide range of subjects, from sciences and arts to vocational training and professional courses. Faculty training is essential to equip educators with the skills to teach and assess interdisciplinary courses effectively. Institutions must also develop collaborative frameworks that promote partnerships between departments and external organizations. Infrastructure development is crucial, requiring investment in technology and facilities that support a multidisciplinary learning environment. Administrative changes are necessary to create flexible academic structures and governance models that facilitate interdisciplinary programs. Assessment methods must evolve to evaluate students' understanding across disciplines, rather than focusing solely on subject-specific knowledge. Engaging stakeholders, including industry and academia, ensures that the education provided is relevant and up-to-date. Overall, institutional readiness for NEP's multidisciplinary approach requires comprehensive planning, investment, and a shift in educational culture towards inclusivity and integration of diverse knowledge areas.

2. Academic bank of credits (ABC):

The ABC system has significantly benefited our students by providing greater academic flexibility and enhancing their knowledge on learning experiences. It has also positively impacted our institution by increasing student satisfaction and academic mobility. We plan to expand and enhance the ABC system, incorporating innovative approaches to further increase its effectiveness. We encourage and guide students to enroll with short term courses which enable their skill development, courses designed to enhance employability like cyber security, cloud computing, mobile app development, digital marketing, financial management, effective communication, critical thinking and problem solving, healthcare etc. We encourage our students to register with SWAYAM, NPTEL, Skill India Mission etc which are under MHRD so that they improve their knowledge online in addition to the

	academics.
3. Skill development:	<p>Institutes must enhance skill development programs, collaborate with industry partners, and provide practical training opportunities to students. Skill development is the process of improving specific skills to be more efficient and effective when you perform a task. In the workplace, you'll find three main types of skill development: Upskilling: Improving your skills in your current role Cross-skilling: Learn new skills for your current role. Reskilling: learning new skills so you can move to a new role Think about your goals. First, establish a goal. Why do you want to enhance a particular skill? This can be for a job, a volunteer opportunity, a hobby, your education, to improve your confidence, or to win an award. There are countless potential reasons. Identify your skills gap. You've established a goal. Now, you need to think about what you need to reach. Several skills are necessary to become a journalist. Let's say you have most of them, but your social media skills need to improve. That is an in-demand skill for modern journalists, so you'll want to develop your social media expertise before applying for jobs. Human skills You use human skills at work to interact with others and solve problems independently. Some may come naturally to you, and some may require development.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Education plays a pivotal role in sculpting a country's future trajectory. Though it is important to be aware of the recent developments, it is also imperative not to forget the native language and culture. Language provides light to life and is the foundation of the human thinking process. Therefore, language education has been considered to be an integral part of the education system. As a compulsory part of the curriculum, our students are taught the local language- Telugu, where they learn about the historical significance, grammar, poetry, modern trends in the subject, and many more. It provides a sense of own ness among the students.</p>
5. Focus on Outcome based education (OBE):	<p>Institutional initiatives: ACADEMIC MONITORING: They monitor the academic progress of the students providing guidance and support .Lecturers are assigned with night study duties to clarify doubts of the students for their academic progress. E plus club: It is carefully designed to</p>

increase the confidence of our students gives [platform where they can practice communicate without any inhibitions .It creates an opportunity to enhance their taste in reading ,equip with sense of appreciation of literacy expressions and scope to speak and write. Flipped classes: As our students are from down trodden societies ,First generation learners to make them understand the curriculum and to cope up present generation we conduct flipped classes to make student active in learning and to promote practical based knowledge, help the students to learn independently. Remedial teaching: Recognizing the diverse learning needs of student extra and remedial classes are conducted addressing individual challenges on a one to one basis. Certificate courses: We designs and offers certificate courses to the first , second and final year students apart from their curriculum .We offer certificate courses to the students which benefit the students for their career and life .It gives competitive advantage ,boost their efficiency and sharpen their abilities . certificate courses like Tailoring and Mehendi Design benefits the students professionally and personally and for individual well -being it is an earning opportunities for the students starting from getting a tailor job to become a fashion blogger or opening own e-commerce portal . Efforts made by the institution: Seminars: We conduct student seminars to provide a platform for them to improve their communication skills and to express their thoughts orally, present ideas coherently .and respond to questions and challenges from peers and instructors. Workshop and educational tours: We take students to the field trips and educational tours for overall growth of the students and to understand subject and to cultivate empathy ,workshops enable the students abilities develop cognitive skills . GOOD PRACTICE: BRIDGE COURSE:A bridge course for newly admitted students is conducted every year before the commencement of the first semester classes .The main objective of the course is to bridge the gap between subjects studied at pre university level. The syllabus for the course is framed in such a way that they get basic knowledge on the subjects which they would be learning through graduation T topic wise test is conducted to access their learning. PG COACHING We offer coaching for post-graduation entrance exams to see the maximum

	number of students who are desirous to pursue higher education secure admission into prestigious state and central universities coaching is offered to second and final year students from 3.00pm to 5.00pm every day in their interest and a weekly test is conducted regularly to access their learning .
6. Distance education/online education:	<p>Online education is a form of learning conducted via the internet, allowing students to engage with educational material, interact with instructors, and collaborate with peers from any location. This mode of education leverages digital platforms and tools to deliver lectures, assignments, and assessments, offering flexibility in terms of time and place.</p> <p>1. Flexibility and Accessibility - Study at your own pace - Access from any location - Accommodates various learning styles and schedules</p> <p>2. Cost-Effectiveness - Reduced transportation and accommodation costs - Access to digital resources and materials</p> <p>3. Wide Range of Programs and Courses - Availability of diverse subjects and specializations - Access to global institutions and educators</p> <p>4. Technological Requirements - Need for reliable internet connection and devices - Familiarity with digital tools and platforms</p> <p>6. Self-Discipline and Time Management - Importance of self-motivation and accountability - Development of strong organizational skills</p> <p>7. Instructor and Peer Interaction - Group work and peer feedback - Use of communication tools (email, chat, video conferencing)</p> <p>8. Assessment and Evaluation - Online quizzes and exams - Submission of assignments and projects electronically.</p> <p>9. Student Support Services - Availability of online tutoring and academic advising - Career services and job placement assistance</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
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?	Student coordinators and coordinating faculty members are appointed by the college to effectively manage and oversee various student activities and academic initiatives. Their roles are pivotal in ensuring smooth coordination and support for student

	<p>development within the institution. Electoral Literacy Clubs (ELCs) are established and actively functional within the college environment. These clubs are dedicated to promoting electoral literacy among students, aiming to educate and engage them in understanding the electoral process, voter rights, and responsibilities. Furthermore, ELCs are designed to be representative in character, striving to include and involve students from diverse backgrounds and perspectives. This inclusivity ensures that the clubs are accessible and relevant to all students, fostering a comprehensive understanding of democratic principles and civic engagement. For more specific information about the roles of student coordinators, coordinating faculty members, or the activities of ELCs at your college, it is recommended to consult with the relevant administrative offices or refer to official college communications and guidelines.</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 ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Every year, the Electoral Literacy Clubs (ELCs) organize college elections following the same procedures as national voting systems. These elections are conducted to elect council leaders for the college. The ELCs ensure transparency and encourage student participation through voter awareness campaigns, pledge ceremonies, and voter registration drives. Additionally, they engage parents and convene meetings with college staff to promote electoral literacy and understanding of the voting process.</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>Yes, our college has undertaken several socially relevant projects and initiatives related to electoral issues. These include conducting surveys to gauge voter awareness and preferences, organizing extensive awareness drives to educate the community about electoral processes and voting rights, and creating informative content such as pamphlets, videos, and social media campaigns to disseminate crucial information. These efforts aim to foster informed participation and civic engagement among students and the wider community.</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>The extent of students above 18 years who are not yet enrolled as voters in the electoral roll varies, but efforts by Electoral Literacy Clubs (ELCs) and the college are robust. ELCs conduct awareness campaigns, organize voter registration drives, and engage students actively. The college has</p>

institutionalized mechanisms to streamline voter registration processes, ensuring eligible students can easily register and participate in electoral activities.

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
400	397	339	288	173
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: 39

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
22	20	20	17	15

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
40.58	68.41	41.64	48.1	37.5
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 Telangana Tribal Welfare Residential Degree College of Life Sciences for Women in Nizamabad was established in 2017 to promote the education and empowerment of underprivileged women in the region. The college is affiliated with Telangana University and follows the University's academic calendar and curriculum implementation guidelines. The curriculum for all the courses is prescribed by the concerned Board of Studies of the University. As a part of emerging trends in Higher Education, the Choice Based Credit System (CBCS) has been implemented in the curriculum since the academic year 2022-2023.

As per the almanac of the University, every semester has a 15-week instruction period and 2-3 laboratory hours per week wherever applicable. Also, the University includes subjects such as i. AECC - Ability Enhancement Compulsory Course, ii. CC – Compulsory Course, iii. DSC – Discipline Specific Course, iv. DSE – Discipline Specific Elective, v. SEC - Skill Enhancement Course, and vi. GE – Generic Electives as part of the curriculum. Course Outcomes are prepared for all the courses at the beginning of the academic year for a well-planned and implemented delivery of the subject.

College-level and department-level timetables are prepared to incorporate all the courses as per the number of hours prescribed by the University. For successful implementation of the curriculum, and ensuring effective delivery, the faculty prepares semester plans in tune with the program well before the commencement of each semester in all the departments. The implementation of the teaching plan is documented in teaching diaries and the in-charges of the departments and the Principal reviews the same periodically.

Student progression is continuously evaluated through Internal Assessments as per the almanac. Slip tests are also conducted subject-wise on a regular basis to help the students prepare well for the examinations.

Other co-curricular and extra-curricular activities are designed and implemented following the Almanac given by the University and the flagship programs designed by the department heads from time to time. Study materials are provided, and activities like seminars, flipped classes, projects, field trips, debates, and competitions are organized for experiential learning. To encourage extracurricular activities, students are encouraged to participate in various clubs- Drama and Theater, Music and Dance, Creative Club, STEM club, etc.

To encourage the students to take up higher studies, in-house PG classes are conducted daily, and

tests are conducted weekly with question papers shared by sister institutions. Training for competitive exams such as CUET, IIT JAM, CAT, etc. are provided through MoUs from institutions such as TIMES, or dedicated faculty through online or offline mode. Students are also trained to face group discussions, and personal interviews to enter into premier institutions. For students interested in employability, training such as MATLAB, FULL-STACK, Data Sciences, etc. are provided through professionals, and students are placed for internships in the respective fields. Organizations such as UNDP conduct psychometric analyses of the students to guide them in their areas of interest.

File Description	Document
Upload 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: 99

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

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: 87.85

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
380	361	326	288	48

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:

Education plays a pivotal role in shaping responsible and conscious citizens in today's rapidly evolving world. While academic curricula lay the foundation for subject-specific knowledge, it is equally crucial to integrate cross-cutting issues that broaden students' perspectives and equip them with the skills and values necessary to navigate the complexities of modern society.

Professional ethics, gender awareness, human values, environmental consciousness, and sustainability are among the key cross-cutting issues that should be interwoven into the curriculum across all disciplines. By doing so, educational institutions can contribute to the holistic development of students, enabling them to become well-rounded individuals capable of making informed decisions and contributing positively to their communities and the world at large.

Telangana Tribal Welfare Residential Degree College of Life Sciences for Women is affiliated to Telangana University, Dichpally, Nizamabad, and follows 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 incorporate Professional Ethics, Gender sensitization, Human Values, Environment, and Sustainability as Ability Enhancement Compulsory Courses (AECCs) and Generic Electives (GEs). In the CBCS implemented by the university, there was a 2-credit course "Gender Sensitization", introduced as AECC during 2017-2018. Later, it was replaced by the Basic Computer Skills course due to the increasing demand for basic computer knowledge among students. Environmental Studies is another compulsory 2-credit course for all first-year students in CBCS from 2016-17 onwards.

Vermiculture, Sericulture, Nursery and Gardening, Mushroom Cultivation Technology, Startup Management, Basic Communication Skills, and others are included under the SEC 2-credit course for second-year students. A few of these courses can be taken up by students at a professional level

to help them set up their businesses.

Many activities are being conducted at the college to integrate the issues related to Professional Ethics, Gender Equality, Human Values, Environment, and Sustainability. Being a Women's college, several activities are conducted for women's empowerment by inviting various officials and renowned persons as a part of Gender equality programs. The institution commemorates the national and international leaders on their birth and death anniversaries and celebrates various days of national and international importance actively involving the students to imbibe universal human values.

Various programs are arranged through TASK, Mahindra Pride Classroom to impart professional ethics and employability skills. In addition to the A.E.C.C course on Environmental Studies, various awareness programs on the importance of protecting the environment and sustainability of resources are organized in the college from time to time. As a part of green initiatives, various saplings & plants are planted on the campus. And thus, the institution believes in the harmony of nature and mankind. NSS Units regularly monitor and maintain the plants on the campus. Clean and green programs such as Healthy Thursday, and No Plastic Saturday, are conducted weekly to maintain the green and healthy environment of the college campus.

List of courses to integrate issues related to professional ethics, gender equality, etc.,

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

1.3.2

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

Response: 17

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

Response: 68

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: 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
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 79.09

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
146	177	117	143	113

2.1.1.2 Number of sanctioned seats year wise during last five years

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

File Description

Document

Institutional data in the prescribed format

[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: 76

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
138	128	154	116	126

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
195	195	185	148	148

File Description	Document
Institutional data in the prescribed format	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

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.18

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:

Student Centric methods:

Student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student

The following are the student centric methods:

- 1. Combined studies involves small groups working together to accomplish a learning task.**
- 2. Conducting group discussions, debates, quiz, case studies in the classroom to learn about**

complex issues, apply critical thinking and explore scenarios

- 3. Dividing students into groups, giving each member a different task & sharing their ideas.**
- 4. Role play & brainstorming helps the learner to try out new experience**
- 5. Problem based learning & Discovery learning helps to solve problems by finding a solution**
- 6. Regular study hours in the morning and evening time makes students revise topics on a daily basis and clarify their doubts then and there.**
- 7. Faculty use different aids of teaching like ICT methods using AV mode, Flipped classes etc.**
- 8. Remedial classes will be conducted for future learners.**
- 9. For gifted students and for the students those who are interested coaching will be provided for higher studies.**

Experiential learning

- The laboratories of the college & field trips provide experiential learning to the students.**
- Student study projects are also taken up in all the departments.**
- The experience that the volunteers gain, will help them to learn things in a better and quicker way and also helps the students to be adaptable to the different circumstances.**

Participative learning

- The student seminars, study projects, student as a teacher program, JAM sessions, poster presentation debates, elocution, essay writings, group discussions, quiz etc., are extensively used to make the teaching-learning process more participatory.**
- Various cultural activities build confidence and promote participative learning among the students.**

Problem-solving methodologies

- All science faculty utilize the problem-solving methodology in the transaction of the curriculum and students are also actively involved in problem-solving.**
- Various problem-solving skills are inculcated to the students from the platform of TASK inviting expertise from the corporate trainers.**

The College supports ICT-enabled teaching. Virtual teaching has been initiated and proved successful in offering students an opportunity to watch and listen to lectures on various topics from experts.

T-SAT NIPUNA provides quality education harnessing the potential of satellite communications and Information Technology to cater to the needs of students through distance learning. A few of the faculty presented their lectures on MANA TV live and the recordings of the same are utilized as the e-content across the state.

Class wise Whatsapp groups are created for better communication between the faculty and the students. To overcome the Covid-19 pandemic situation, ICT tools are extensively used by the faculty for course transactions.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 94

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
24	21	20	18	17

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 45.74

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
11	10	9	10	3

File Description	Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

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:

Choice Based Credit System (CBCS) implemented by the college contains a Continuous Internal Evaluation (CIE) System throughout the academic year. Two internal examinations and one end-semester external examination in all the Compulsory Courses(CC), Discipline Specific Courses (DSC), and Discipline-Specific Electives (DSE) courses are prescribed in each semester of 15 weeks. One internal examination and one end semester external examination are prescribed in two credit courses like Ability Enhancement Compulsory Courses (AECC), Skill Enhancement Courses (SEC), and Generic Electives (GE). The average of two internals has 20% weightage and the end semester examination has 80% weightage in the final grading of a student in a course.

In addition, the performance of the students is evaluated through assignments, quizzes, and student seminars though the same is not included in the final grade of the students.

The college deals with different types of examinations like internal, slip tests, weekly tests, pre-final etc. strictly adhering to the schedules prescribed by the affiliating university in its almanac.

After the publication of the results, University allows students for revaluation and re-verification of answer scripts and provides a photocopy of answer scripts on payment of a stipulated fee. The examination branch of the college processes the applications of revaluation and re-verification and

forwards the same to the University.

By adopting the above procedures college maintains a transparent and robust internal assessment mechanism in an effective and efficient way.

Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

TGTWRDCLSW, Nizamabad implements the Continuous Internal Evaluation throughout the academic years. It also considers with great respect that the fair and equitable internal assessment with well-versed methods, techniques, and tools certainly boosts the enthusiasm and confidence levels among the students.

The college has a structured mechanism in the form of the Academic and Examination Committee to deal with examination-related issues. Non-teaching staff assists the committee in examination-related functions such as preparing nominal rolls, collection of fee payment details, and preparing internal and practical examination timetables, issuing mark, memorandum, and certificates to the students.

University conducts and evaluates the external examinations. Regarding grievances on external examinations, University provides an opportunity to the students for recounting/ revaluation of examination results and to get a photocopy of the answer scripts, if necessary. The University releases a press note in this regard. The students can apply for revaluation within the given time, as announced by the University. The Academic and Examination Committee provides necessary assistance and guidance to the students by placing the information of last dates and fee particulars of recounting and revaluation through the college website and notice boards of the college. If any student feels that the grade given to the student in any paper is not satisfactory, she can apply for recounting and /or revaluation. The Academic and Examination Committee guides the students regarding the procedure for applying for revaluation/ supplementary examinations. So all the grievances related to external examinations are redressed using the revaluation system of the University.

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:

The college identified the significance of Outcome-Based Education and the

importance of pre-defining the Program Outcomes, Program-Specific Outcomes, and Course Outcomes.

Program Outcomes, Program-Specific Outcomes are prepared by the in-charges of various departments keeping in view of the vision and mission of the college. Program Outcomes prepared by the Faculty of life Sciences, Faculty of physical sciences and Faculty of BBA are made available on the college website. Program Outcomes describe what students are expected to know and abilities to be achieved by them at the completion of graduation. These relate to the skills, knowledge, and personality that students attain as they progress through the program.

Program-Specific Outcomes are prepared for the specific Choice Based Credit System UG Programs offered in the college. (B.Sc Physical Sciences CBCS, B.Sc Life Sciences CBCS and BBA CBCS). Program Specific Outcomes are the statements that describe what the graduates of a specific program are expected to do.

As the college is affiliated to the Telangana University, Dichpally, the courses and syllabi prescribed by the University in these Programs are implemented in the college. Each program comprises Discipline Specific Courses (DSC), Discipline Specific Electives (DSE), Skill Enhancement Courses (SEC), and Ability Enhancement Courses (AEC).

Course Outcomes (COs) are identified for each course in the departments keeping in view the Vision & Mission and Program Outcomes (POs) and Program Specific Outcomes (PSOs) of the college. Course Outcomes indicate what a student can do after the successful completion of a course. Course Outcomes also make the students realize related skills and abilities of the Course.

Program Outcomes (POs) and Program Specific Outcomes (PSOs) are communicated to the students in the orientation classes conducted and the faculty clearly explains the Course Outcomes (COs) to the students at the beginning of each course.

As the content delivery, most of the classroom activities, co-curricular and extracurricular activities are designed keeping in view of the well-defined POs, PSOs, and COs, the faculty members and the students are well aware of the same.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The process of measuring the attainment of COs, PSOs, and POs is started by defining them at appropriate levels and making aware of the same to all the stakeholders. These outcomes are informed to the students in the initial classes. The Principal, IQAC, and in-charges of the Departments have put in efforts in planning various activities to attain these outcomes. Faculty members plan their activities for effective attainment of Course outcomes by all the students at the end of a course. The assessment of these outcomes is done by direct and indirect methods.

In each Semester, two internal examinations are conducted in the college as per the pattern prescribed by the University. Faculty members prepare the internal examination question papers keeping in view the course outcomes. An average of two internal examination marks are to be submitted to the University and the same are included in the final grade of the students with 20 percent weightage. The end semester examination conducted by the University broadly includes all the course outcomes. After evaluation of the same, the University publishes the results of the students with grades in each course.

Grades obtained by the students in the End-Semester Examination conducted by the University are converted into a 10-point scale and the Semester Grade Point Average (SGPA), Cumulative Grade Point Average (CGPA) are being calculated by the University, the same are utilized for the assessment of the attainment of course outcomes by the students at the college level also.

A policy document was prepared to measure the Course Outcomes, Program Specific Outcomes, and Program Outcomes while preparing indices for each of them. The grades of the students in a particular Course are considered to calculate the attainment of Course outcomes by defining the Course Outcome Index (COI) on a 10 point scale at the college level and using the same course outcomes of all the courses taught are calculated.

Course Outcome Index (COI) of all courses attached to a program are considered to calculate Program Specific Outcome Index (PSOI) with due weightage as per the credits of each course. For calculating the Program Outcome Index (POI), all PSOs attached to it and participation of students in sports, cultural activities, and enrolment of other certificate courses is also considered while calculating attainment of Program Outcomes with due weightage.

The outcomes are calculated as per the indices defined in the policy document and the same is used to review the attainment of outcomes and to take further steps to improve the same.

Indirect assessment of the attainment of course outcomes was also done by the faculty by using the classroom interactions, quizzes, assignments, and student participation in various activities. Faculty share their assessment in the departmental meetings and the staff council meetings. Further feedback given by the students, faculty & alumni is also used in assessing the attainment of outcomes, and the inputs are used in planning the activities of the college.

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

2.6.3

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

Response: 90.67

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
72	100	92	47	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	111	96	51	0

File Description	Document
Institutional data in the prescribed format	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: 3.83

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:

IPR CELL 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

The institution has dedicated significant resources to establish a cutting-edge environment that fosters the creation and dissemination of knowledge. The institute offers enough IT-focused classes. Students at the institute have access to computers and the internet. Additionally, Wi-Fi facilities are provided to enable students to enhance their knowledge through online resources. Our library has been acquired to assist in the advancement of faculty research and development initiatives, as well as to facilitate teaching and learning activities. The library provides access to reference books and repository systems for the benefit of its users. We conduct a book fest every year in the institution to inform the students about the different types of books available and make them utilise it to enhance their knowledge. We offer enough IT-focused classes. Students have access to computers and the internet. Additionally, Wi-Fi facilities are provided to enable students to

enhance their knowledge through online resources. The institute promotes faculty engagement in research endeavours that contribute to the collective advancement of knowledge. Our faculties are the knowledge transformers to the students. To justify the students for enhancing knowledge our faculty always put efforts to gain new knowledge and transform it to the students. To achieve this faculty is doing research in different areas. Faculty conducts activities to the students to sharpen their creative and adaptive capabilities, increase self-confidence, create passion among students and faculty of the college for innovation and research.

BHARAT DARSHAN -Two of our students had a chance to explore the beautiful and historical places of north India, Students explored the diverse art ,culture and rich heritage of the country during their 5 days tour. Bharath Darshan tour organised by the TGTWREIS. Our student internship to Egypt-during the year 2019 and 2020 is one of the knowledge sharing program initiatives from our institution. Live Lecture is the one of the best ways share knowledge among the large community. Our institution is providing such great opportunities to the students with the support of the TGTWREI Society. Many students have presented their live lectures on the MANA TV platform during the last five years. Our institution is equipped with a Career Guidance cell that provides guidance and inspiration to students for pursuing higher education in prestigious institutions such as IIT, JAM, CAT, CUET PG, as well as exploring employment opportunities in diverse sectors. We conduct PG coaching classes everyday for five days and on Saturday we conduct exams based on the syllabus taught and in employability we teach soft skills, conduct mock interviews and teach English through Elevate book, aptitude and reasoning, Basics of computer. Conducts weekly tests , organises awareness programs and educate. students on career opportunities and guidance for competitive exams .Conducts clubs for all round development.

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

3.2.2

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

Response: 54

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
10	20	10	7	7

File Description	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: 0.18

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	1	2	3	1

File Description	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: 0.05

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	1	0	1	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
Provide Links for any other relevant document to support the claim (if any)	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:

TGTWRDCLS (W)NIZAMABAD established Eco club for innovations and this club has taken initiative for awareness and to enhance knowledge among the students on environmental awareness, biodiversity, green spaces enhancement and climate change moderation To create awareness about changing climatic conditions TGTWREIS NZB took up this noble activity of distributing saplings to the public.All the students of the institution take this extracurricular activity. This practice of distributing Saplings to the public is taken up by the College . Lecturers explain to the students as to what type of saplings can be distributed, and measures to be taken in carrying them to the public for distribution. As all the students come from the agricultural background most of them are interested in plants, nurturing them and giving precautions to the public when they are distributed. This type of practice helps the student to be responsible for global climate change. The thought of encouraging others also to be aware of the need of planting trees. Above all they are nurtured to be an environmentally responsible care for the plants preventing the cutting of trees in their vicinity. As they are also from agricultural background the students explain and motivate their family. Women empowerment cell designed to empower the students socially, economically to focus on promoting decision making and enhance confidence among them.

We offer certificate courses TAILORING AND MEHNDI DESIGNING COURSES to enable students to earn on their own, making them self -confident and self- dependent. We also organise cultural programs and celebrate women's day,Equality day every year to make students aware of valuing oneself and realising one's full potential. COMMERCE CLUB main aim is to cater to the academic and socio -economic needs of the students. We conduct seminars and take students to the local business and to the banks .We have established an S-mall for the students where responsibility and complete business is taken up by the students. students will know the quality types of food should be sold, marketing plan and management.

COMMUNITY OUTREACH PROGRAM Every month on second and fourth Sunday we take students to nearby tanda and school to educate the people on cleanliness ,Hygiene and importance

of girl education ,physical fitness ,usage of google apps ,Digital Literacy , Health programs of elderly ,blood donations camp .These programs provide an opportunity to build experience ,sharpen students skills and to raise awareness on social matters LIFE SKILLS 360 We train the students on the LIFE SKILLS 360 For a month for final year students these students were trained by the experts .It empower students to face realities of life ,health and social issues in turn these students educate the school students of TGTREIS. Trainee students teach the children on the life skills 360 syllabus - communication, decision making ,critical ,conflict resolution, emotion regulation etc .,Life skills education aims to reinforce existing knowledge and positive attitudes and values, early marriage risks ,hygiene and grooming .From this school children will develop the qualities such as tolerance ,self- awareness ,self -esteem ,sociability.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Cultural promotion plays a vital role in fostering mutual understanding and appreciation. Promoting Women empowerment through dance is an essential tool to uplift individual women and to contribute to border social change by encouraging gender equality and Cultural appreciation. TGTWRDCLS Nizamabad 28 students of Second and final year participated and performed a dance on 75th Independence day 2021 - Celebrations at Collector ground , Nizamabad with a theme of Women empowerment through this students enhanced confidence,self expression and social status. Received a memento from Minister Prashanth Reddy and Narayan Reddy ,District Collector of Nizamabad.

TGTWRDCLS NIZAMABAD for dance performance on International Women's day in leadership achieving an equal future in covid 19 world organised by NABARD and Sensor , Nizamabad on March 8th 2021at DCCB conference hall,Nizamabad. A memento was presented to TGTWRDCLS NIZAMABAD for their dance performance with theme unit Activism to end violence against women and girls on International day of Elimination of Violence against women 25th November,2022 organised by Sneha Society for rural reconstruction ,One stop centre, Nizamabad. Swachh Gurukulam Drive (SGD) is an initiative of the Gurukulam Institutions to instil a moral responsibility in everyone to keep their surroundings clean. The Gurukulam Society aims to provide quality education to students, generate ethically strong and morally elevated individuals for a better tomorrow. State and district awards will be given to the best performing institutions. SGD is instructed to be observed in all the institutions for a week long (5th Sept to 11th Sept 2022). The program included the Principal, Teachers, Students, Parents, Local representatives, District officials, and Head Office officials. Each day has been meticulously planned and organised in a manner that would ensure complete sanitation of the institution by disposing of scrap of any kind and beautifying the campus with plantations and drawings. Creative minds of the students are put

to work through various activities. Day 1 -Segregation of waste for recycling day 2 Cleaning classrooms school campus and dormitories Day 3 -Checking and cleaning washrooms Toilets ,water tanks, Drainage blocks outlets water loggings areas .Day 4 -Cleanliness drive in Kitchen and dining area Day 5 -Plantation Drive Day -6 Cultural events depicting the importance of cleanliness Day 7 -Closing ceremony on a ground scale .Our college was Nominated for Best performing institution during Swacch Gurukul drove and was selected in the best 1 category and received a cash award of RS 20000.

National community engagement academic network -NCEAN -JAN 2024 As a part of Today's youth for Yesteryears youth a month program final year students, visited nearby Thanda met elder people interacted with them Fed with care and affection .We made them to do exercise and simple yoga asanas for wellness and fitness ,in tech buddy educated on technological needs ,visited old age homes and conducted activities storytelling ,personal experiences ,Suggested to do yoga and exercise regularly .The faculty ,students and the head of the institution participated in the program For our contribution we received a certificate of Appreciation from NCEAN.

File Description	Document
Provide Link for 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: 20

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
15	3	2	0	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: 19

File Description	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 institution, Telangana Tribal Welfare Residential Degree College of Life Sciences for Women's, Gollagutta Thanda, Nagaram, Nizamabad, was established in 2017. This institution was previously run by Vishwa Vikas High School, inaugurated by Chief Guest MP Kavitha, and MLA Pocharam Srinivas Garu attended this program. We used the YTC Building (Youth Training Center), which had an area of 1.2 acres with two floors. There are 33 rooms in the college, out of which the following 15 rooms, 7 laboratories, and 1 library are used for the teaching and learning process.

TOTAL COURSES:

B.Sc. (BZC and MZC) Academic Year 2017-2018,

Newly added courses: B.Sc. (BBA, MPC) academic year 2018-2019

Newly added one more course: BSc-MSCS academic year 2021-22

At the beginning of the academic year, a need assessment for replacement, upgrade, or addition of the existing infrastructure is carried out based on suggestions from the principal, heads of departments, lab technicians, and system administrator after reviewing course requirements, the computer-student ratio, budget constraints, the working condition of the existing equipment, and students' grievances. The Time Table Committee plans ahead for all requirements regarding classrooms, laboratories, furniture, and other equipment. We received a sufficient allocation of furniture from the head office in Hyderabad.

- In the academic year 2017–18, the building had a ground floor and a first floor. In the academic year 2021-2022, we obtained permission from the head office through RC Sir to construct the 2nd floor by contractor regarding the fact that our students strength increased year over year.
- There are two floors: the ground floor, the 1st floor, and the 2nd floor, all with good infrastructure.

- The college is spread over 87.236 sq. metre. of land with a total built-up area of 2023.428 sq. meter, or \$10.00.
- There are 20 well-ventilated class rooms with furniture, a blackboard, lighting, a fan, etc.
- A fully equipped lab requires a number of labs. The college has a centralized library with a sufficient number of textbooks, reference books, and journals.
- A sufficient number of notice boards are provided to display notices and information material related to curricular and co-curricular activities.
- We constructed a western toilet for handicapped students.
- The college has a well-equipped seminar hall with an LCD projector.
- One generator (40 KVA) facility supports the office.
- The college has the following infrastructure for total expenditure, excluding salaries year-wise:
 - The college believes in the holistic development of students, and sports and games are an important element of this training. Through the years, college has played a proactive and supportive role in encouraging sports. In college, students conduct indoor and outdoor games played on campus. The college has a well-qualified sports faculty with a physical director; they are assisted by one staff member, and coaches for various team games are made available by the Physical Education Department.

In our institution, we discussed the importance of the yoga speech by Sailu Garu. He is a yoga master from Bodhan, Nizamabad.

- Improved physical and mental health.
- Effective brain development.
- Enhanced Memory.
- Increased motivation and productivity.

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: 11.82

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
3.93	19.93	0.74	2.1	1.22

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:

The Library was established in the year 2017-2018 along with the college with a minimum stack of to cater to the needs of the girls students especially Schedule Tribes Community for whom the college is meant for. Ever since its inception the library of the college is rendering an excellent service. The Motto of the library is “Destiny Achiever”. Library is a tool or a device to reach the user's destinations/ Aims/ Goals. The aim of the library is to guide its clientele towards reaching their ambitions. Library Area: The library is situated at the entrance of the college building to attract the students towards the library and is helpful for the students and staff since the staff of the library is pleasant and positive.

The objective of library is to fulfill the five laws of library science, To fix a goal/ aim/ ambition to settle down in life, To enrich the students capabilities and talents, To concentrate on the reading and writing skills in turn they will help the students to built their self confidence , To improve the standards of students by exposing them to all kinds of textbooks, reference books, Rare books, Sacred books, Competitive books etc., To inculcate the idea of appearing for Competitive Examinations like UPSC, TSPSC, SSC Railways, IBPS, Police Recruitment, etc., To get acquainted with open E resources with Internet Connectivity.

Total area of the library is 26 X 18 feet. Total seating capacity-40. One reading cum reference room with the capacity of no. of students-40. Working hours –8:15 am-8pm. During examination days–8.00am-9pm. Library is kept open during holidays. Providing and considering the final year

students to go for PG courses of Central and State universities by providing PG Entrance books. Oxford English Dictionaries are provided to every student. English Communicative & Grammar books are arranged in the library.

The library is used by the staff and the students in the following ratios: Average number of walk-ins per day:70-85, Average number of books Issued and Returned per day-60/40.

- Average number of books Referred in the library-50-60.
- Ratio of Library books to students enrolled-1:10.
- Average number of books added during last 3 years - 824.3

The library of this college is strictly following an open access system where all the users can go to each and every rack for knowing the reading material available in the library. The library is automated with New Gen-Lib, Library SoftWare for bringing the entire stack near the students to the staff through OPAC (Online – Public Access Catalog) with different Modules like: Acquisitions Module, Circulation Module, Technical Processing Module, Serials Management, OPAC, Administration, Quarries, Utilities, Windows.

OPAC Guides the users in locating their interested book within no time, if that book is already issued it shows to whom it is issued and when it gets back to the library through the software users can reserve the rare books also.

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:

The college has been using IT since 2017 to facilitate student admissions and run the examination system and has integrated ICT into its teaching and learning processes.

In the digital age, the importance of robust and up-to-date information technology (IT) facilities cannot be overstated. Where as our institution rely heavily on IT infrastructure for various operations. This includes communication, data management, research, and providing services.

One of the key components of IT facilities is Wi-Fi connectivity. Wi-Fi serves as the backbone of modern communication and information exchange. It enables the use of mobile devices, supports IoT (Internet of Things) applications, and facilitates collaborative work through cloud platforms.

Frequent updates to IT facilities, including Wi-Fi, are crucial for several reasons:

- 1.Security: With cyber threats becoming increasingly sophisticated, outdated IT systems are more vulnerable to breaches. Regular updates help patch security vulnerabilities and protect valuable data.**
- 1.Performance: Technological advancements often bring about increased efficiency and performance. Updated systems can handle higher volumes of data, process information faster, and generally offer better performance than their outdated counterparts.**
- 1.Reliability: Regular updates can fix bugs and issues in the existing systems, leading to more reliable IT services. This is particularly important for Wi-Fi networks, where connectivity issues can significantly disrupt operations.**
- 1.Future-proofing: Technology evolves at a rapid pace. Regular updates help institutions keep up with the latest trends and innovations, ensuring they don't fall behind.**
- 1.User Experience: Updated IT facilities can provide a better user experience. For instance, an updated Wi-Fi network could offer faster speeds, better coverage, and support for more devices.**

Technology has become an integral part of our modern lives, permeating every aspect of society. The term “information technology” refers to the use of computer systems and telecommunications to store, retrieve, and transmit data. It encompasses a wide range of technologies, including hardware, software, networking, internet services, and cloud computing.

Impact of Information Technology:

Communication Revolution: The advent of the internet and social media platforms has connected people from all corners of the world. Instant communication and global collaboration have become possible. Sharing information, ideas, and experiences has fostered cultural exchange and expanded educational opportunities.

Advancements in Various Fields: From smartphones to artificial intelligence and advanced robotics, technology has transformed fields like healthcare, education, and transportation.

Diagnosis, treatment, and patient care have improved significantly due to technological innovations. Smart vehicles and navigation systems have made transportation more efficient and safer.

Challenges and Responsibilities: While technology brings benefits, it also presents challenges. Concerns about privacy, cyber security, and the impact on employment and social interactions have emerged. Responsible and ethical use of technology is crucial to mitigating these challenges.

Technology has become an integral part of our daily lives, revolutionizing the way we live, work, and communicate. It encompasses a wide range of tools, devices, and systems that enhance productivity, efficiency, and convenience. From smartphones and computers to advanced medical equipment and smart home devices, technology has transformed every aspect of our lives.

- **Bandwidth of internet connection in the Institution**

Response: 100 MBPS

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 16

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

Response: 25

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 48.51

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
28.96	22.93	23.16	24.76	14.79

File Description	Document
Institutional data in the prescribed format	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
400	397	339	288	173

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](#)

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: D. 1 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: 7.76

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
37	23	33	31	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: B. 3 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: 43.27

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
29	35	49	35	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
83	111	97	51	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: 7.73

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
08	03	02	02	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: 7

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
4	2	0	0	1

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: 20.4

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
24	27	18	11	22

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:

The institution has a registered alumni association. ALUMNI ASSOCIATION OF TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE OF LIFE SCIENCES FOR WOMEN'S, NIZAMABAD, is registered by the alumni of the college under the Telangana Societies Registration Act, 2001, with register number 511 of 2023 on 23/12/2023.

The college has maintained a healthy rapport with students who completed their studies at this institution. It helps to reunite them from where they grew up and flew off. The alumni of the college have been trying to build a bridge between college life and career so as to introduce present students to the professional world and make them proactive to face the challenges that may emerge in their career path. It helps in providing a platform for students to develop their qualities and to participate in social welfare activities for social accountability.

The members of the association are also providing guidance to the juniors, whoever is in need. To strengthen the activities, they are making efforts to raise funds for the development of the college.

Some of the alumni who settled in different positions attend induction and orientation programmes conducted at the college and motivate the students to achieve their goals by narrating their personal efforts and struggles. They educate the students about the career opportunities available after graduation and how to mold themselves to fit into their role in society. After formally registering the association, they met frequently to strengthen the overall institution's intellectual capacity through learning, research, and skill development.

The success of an individual in their chosen field speaks to the quality of their training and education received during their courses. Satisfied and well-educated alumni are essentially the best proof of its efficiency and value for money.

Additionally, alumni are your very best source of research and opinions on how the college conducts various roles. After all, these are the people who have spent three years studying at the institution, living in student halls, interacting with staff, and getting to know other students alongside them.

The quality and suitability of these living spaces are vital to getting right, especially for first-year students. For many, this will be the first time living 'alone', and halls need to strike a balance between providing a scaffolded living experience while giving students the appropriate degree of freedom and autonomy.

They can be the difference between a happy, relaxed time making new friends and a miserable time trying to outlast the semesters. Since they not only spend the most time in them day and night, but they also pay for the privilege of staying there—so they won't sugarcoat the more lacking aspects that they feel don't reflect value for money.

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:

TGTWRDCLSW, Nizamabad Established in 2017, TGTWRDCLSW in Nizamabad aims to provide a learning environment that promotes academic and human excellence. The institution offers a range of diversified academic programs and is a leading center for higher education, particularly catering to socio-economically weaker students from rural and semi-rural areas.

Vision

The institution envisions producing graduates who excel in various developmental spheres, equipped with knowledge, high values, integrity, and citizenship.

Mission

To educate, empower, and enrich every student, transforming them into confident and successful citizens of Telangana, India, and the world.

Motto

"Learn, grasp, and prosper" signifies the institution's commitment to fostering academic and personal growth through well-defined policies and a supportive environment.

Educational Dimensions

1. Guidance and Training for Higher Education
2. Counseling and Coaching for Competitive Examinations
3. Communication and Soft Skills Development
4. Sports and Physical Training
5. Literary and Cultural Activities

Governance and Administration

The institution functions with a decentralized governance model. The head of the institution

ensures clear responsibilities for teachers and staff, with various academic and administrative committees conducting activities throughout the year. Committees include Anti-ragging, Examination, Women Empowerment, Internal Complaint, SC/ST, OBC, and Grievance Redressal. These committees follow instructions and conduct programs to implement the resolutions taken by the staff council.

Admissions Process

An admissions campaign and enrollment committee is constituted before intermediate examinations. The teams visit feeder colleges to conduct awareness campaigns about the college, its infrastructure, teaching faculty, and student support activities. Admissions for the first year are done online through the DOST system, with a committee comprising the DOST Coordinator and technical assistants overseeing the process. A counseling committee helps students choose the right course, verifying credentials before confirming admissions.

Perspective Plan and Strategic Goals

The institution's prospective plan focuses on short-term and long-term goals aligned with its vision, mission, and objectives. Key areas include:

Curricular Aspects

Implementation of new undergraduate programs.

Introduction of add-on and certificate courses.

Integration of cross-cutting issues like gender, environment, human values, and professional ethics into the curriculum.

Academic Audits

A committee reviews departmental records, implementing recommendations to maintain standards.

Feedback System

Feedback from stakeholders is collected and used to improve institutional standards.

Learning Resources

Provision of ICT facilities, including projectors and smart boards.

Video lessons uploaded to YouTube during the COVID-19 outbreak.

Infrastructure

Updates to facilities based on budget and instructions from the head office.

Student Support and Progression

Free education and support provided, encouraging students to seek higher education.

Strong alumni network contributing to the institution's development.

TASK and Entrepreneurship Development Cell

Provides training and employment opportunities in collaboration with various agencies, catering to students' aspirations for higher studies or employment.

Governance, Leadership, and Management

Decentralized administration at all levels aligns with the institution's vision and mission, ensuring effective management and catering to student needs.

File Description	Document
Upload 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:

The organogram of TGTWREIS, Gurukulam college is well-designed, reflecting a balanced organizational structure. At the institutional level, the Principal serves as the head and Drawing & Disbursing Officer (DDO), overseeing academic and administrative development. The Principal is authorized to nominate Coordinators and other administrative functionaries, implementing policies with appropriate approvals. The Vice Principal assists in academic matters and handles daily affairs in the Principal's absence.

The college comprises various departments, including English, Telugu, Mathematics, Physics, Chemistry, Computer Science, Botany, Zoology, Microbiology, BBA, Statistics, Health, and Library, along with a Physical Director. Heads of departments are appointed by the Principal based on seniority to oversee academic activities. The support staff includes one superintendent, one librarian, one Physical Director, one Mess manager/warden, two staff nurses, one caretaker, four lab assistants, two computer lab assistants, one senior assistant, one junior assistant cum DEO, one storekeeper, one record assistant, one Herbarium/Museum Keeper, and four office subordinates. All appointment and service rules follow those framed by the Government of Telangana, supplemented by an institutional code of conduct communicated to all employees.

The staff council, composed of all faculty members, makes decisions on various college issues, which the Principal then implements. Committees are formed for the smooth functioning of the college, including the Academic and Examination Committee responsible for all academic matters. Although funded by TGTWREIS, Gurukulam, the college adheres to UGC rules and operates in the I cycle of autonomy, reflecting efficient and effective administrative bodies.

Service rules follow state government regulations, covering appointments, leave, retirement benefits, promotions, and more. To enhance resources, the college actively pursues MoUs and collaborations, exchanging valuable human, tangible, and intangible resources to benefit students and stakeholders.

Policies are framed for the efficient implementation of college-related issues. All committees report to the Principal, who ensures data related to activities is recorded and submitted to the IQAC. Annual reviews assess committee performance. Strategic planning focuses on crucial areas, providing a basis for other aspects of the plan. The Principal communicates the institution's vision to the staff council, which then plans transparent implementation.

A committee of senior faculty members identified gaps in learning due to a lack of practical exposure. IQAC integrated field and study visits into academic plans, allowing students to gain experiential learning and identify research interests. Seven departments, including Botany, Zoology, Chemistry, Telugu, English, Computer Science, Physics, and TASK, established MoUs and collaborations, conducting various academic activities in association with external agencies. This provided students with rich subject exposure and extension opportunities.

The Principal and staff council regularly review the strategic plan's implementation status. ICT facilities were upgraded, with bandwidth increased to 100 Mbps, ensuring students and faculty have access to e-resources. This strategic approach and feedback integration by the Principal, IQAC, and staff council yielded positive results, with around 25 students securing seats at various universities and affiliated PG colleges. This strategy will be intensified in future academic years, ensuring every activity is strategically planned and achieves outcomes more than expected which helps the patronage of rural students.

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: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	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:

Our institution implements various welfare measures offered by the Government from time to time and also the Institution provides the facilities.

- **Gratuity NPS (National Pension Scheme for employees who joined services after 01.09.2019). Contributory Pension Scheme (CPS): Contributory Provident Scheme whereby the Management contributes its share equal to the share of the employee every month.**
- **Encashment of Earned Leaves. Employees Health Scheme.(EHS) Medical Reimbursement facility.**
- **Loan Benefits: Both the teaching and non-teaching staff can avail Loan facilities as per Government rules.**
- **Leave Benefits: 22 days of casual leave (C.L) plus 5 Optional leaves and 5 women casual leaves are provided to both teaching and non-teaching staff.**
- **Teaching & Non-teaching staff are allotted 20 half-pay leave (HPL). Earned Leaves (ELs) encashment to faculty**
- **Pterm Courses to the teaching staff for professional development.**
- **Duty leaves of maximum 30 days to the teaching staff are provided to attend various Orientation/Refresher/Seminar/workshops/ professional Training Programs as per the Government rules. Nonteaching staff is also given duty leave.**

- **Retirement Benefits, GPF (General Provident Fund) which allows Pension to employees after superannuation.**
- **Study leave up to 3 years is provided to both teaching and non-teaching staff.**
- **Leave given to teaching staff to participate and present papers and to the non-teaching staff for participation in Conference/ Seminars/ Workshops/ FDP etc.**
- **Faculty Development Programmes for skill up-gradation and training are organized for both teaching and non-teaching staff.**
- **Support Facilities by Grievance Redressal cell. Internal Complaints Committee.**
- **Special facilities for disabled staff at the college. Clean filtered drinking water facilities.**
- **Facilities such as ICT and Wifi Facilities**
- **Laptop/Desktop facilities are provided in the library .**
- **Recreational Activities for Physical and Emotional Wellbeing One-day annual excursion for both teaching and non-teaching staff.**
- **Female teaching and non-teaching staff can avail a Maternity Leave of 180 days as per Government norms & rules**

Appraisals give clarity to what employee is expected to perform and what employee is up to. Every year service of the employee is verified and entered in the service register. SR is a testimony of the duties and Assignments performed by the individual. Head of the institution appraises the quality of teacher on the basis of Ability, Regularity student enrichment programmes like student class room seminars, subject assignments, paper evaluation tests conducted and collect the feedback from the students teachers etc.,

All these indicators are assessed by the IQAC and Principal IQAC validates score as per communicated updated guidelines from Secretary and UGC Guidelines i.e., API scores each and every year.

Filled API's are submitted to the office of the principal with all documentary proofs and they are validated by IQAC committee members under the chairmanship of principal. These API scores are valid for the completed academic year.

The institution appraises the quality, services, punctuality of non-teaching staff in the college. Confidential reports (CRs) are submitted during promotions by the concerned head of the institution in case of both teaching and Non- teaching.

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: 2.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 19.4

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
7	6	10	3	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
8	8	8	8	8

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

- **The Governing body is the highest authority in planning and monitoring the budget of the institution. The Principal, Vice-Principal, Head of the Departments and the Accounts Department coordinate in providing proposals and information to the Governing body.**
- **External as well as internal audits are conducted periodically. The Accountant General's audit (AG audit) is conducted periodically. In the AG audit, all bills are audited. It was conducted in the years 2017-18, 2018-2019, 2019-2020 and 2020-2021. If the audit committee has any doubts, they are to be clarified then and there. If there are any irregularities, it submits its report to the Head office. The college will give clarification in the impending and ensuing correspondence.**
- **Besides these, the college also has an internal audit. It has a special committee which decides which bill is to be permitted / not permitted as per the established norms. Special fee means fee paid by students.**
- **The college was sanctioned an Administrative Officer (AO) who is also the drawing and disbursing officer.**
- **The AO looks after the bills and other financial matters. The Staff Council plans, permits, allots and allocates required funds to all committees / activities. Accordingly, conveners /**

coordinators / in-charges will purchase and do transactions as per rules.

- **The college has an external auditor (CA) who audits yearly and submits the findings to the**
- **TGTWREIS, Gurukulam who is also the chairperson of the Governing Body. During Audit the following documents and registers of the college are tallied like:**

- ? **Cash book**
- ? **Stock register**
- ? **Service Registers(S.R)**
- ? **Pay Bill Register**
- ? **Last pay certificates**
- ? **Furniture register**
- ? **Ledger register**
- ? **Professional tax register**
- ? **TDS register**

The staff council permits the staff on maintenance, expenditure on activities of the college, conduct of programmes of the college and other activities. The in-charge takes permission from the principal for purchase. The in-charge may get an amount to meet the expenditure in advance and then submit bills or perform activity, meet the expenditure and then submit the bills. In either way, the bills are audited at the Junior assistant level in the beginning and then the Administrative Officer scrutinizes the bill. The bill then finally reaches the table of principal for endorsement. This ensures that the bills are transparently audited duly following audit rules and norms.

The college gets funds in the following manner:

- 1. Salaries of teachers and non-teaching staff (paid by the state government).**
- 2. Head Office(HO) sanctioned funds for CAT, IIT & JAM.**
- 3. Exam fee and exam transportation fund for students is paid by HO.**
- 4.HO also sanctioned funds for NSS, Literature lab, Amenities, Cosmetic charges, Sports, Library and Labs etc.**
- 5.Telangana University sanctioned fund for NSS.**
- 6.Government Budget for maintenance.**

Another salient feature of the auditing at our college is that the college follows a Drawing and Disbursing Officer(DDO).Its fourth module is accounts management system. Entire cash books and financial transactions and records are digitalised. This ensures transparency, saves logistics expenses and time.

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:

- The Governing body is the highest authority in planning and monitoring the budget of the institution. The Principal, Vice-Principal, Head of the Departments and the Accounts Department coordinate in providing proposals and information to the Governing body.
- External as well as internal audits are conducted periodically. The Accountant General's audit (AG audit) is conducted periodically. In the AG audit, all bills are audited. It was conducted in the years 2017-18, 2018-2019 ,2019-2020 and 2020-2021. If the audit committee has any doubts, they are to be clarified then and there. If there are any irregularities, it submits its report to the Head office. The college will give clarification in the impending and ensuing correspondence.
- Besides these, the college also has an internal audit. It has a special committee which decides which bill is to be permitted / not permitted as per the established norms. Special fee means fee paid by students.
- The college was sanctioned an Administrative Officer (AO) who is also the drawing and disbursing officer.
- The AO looks after the bills and other financial matters. The Staff Council plans, permits, allots and allocates required funds to all committees / activities. Accordingly, conveners / coordinators / in-charges will purchase and do transactions as per rules.
- The college has an external auditor (CA) who audits yearly and submits the findings to the
- TGTWREIS, Gurukulam who is also the chairperson of the Governing Body. During Audit

the following documents and registers of the college are tallied like:

- ? **Cash book**
- ? **Stock register**
- ? **Service Registers(S.R)**
- ? **Pay Bill Register**
- ? **Last pay certificates**
- ? **Furniture register**
- ? **Ledger register**
- ? **Professional tax register**
- ? **TDS register**

The staff council permits the staff on maintenance, expenditure on activities of the college, conduct of programmes of the college and other activities. The in-charge takes permission from the principal for purchase. The in-charge may get an amount to meet the expenditure in advance and then submit bills or perform activity, meet the expenditure and then submit the bills. In either way, the bills are audited at the Junior assistant level in the beginning and then the Administrative Officer scrutinizes the bill. The bill then finally reaches the table of principal for endorsement. This ensures that the bills are transparently audited duly following audit rules and norms.

The college gets funds in the following manner:

- 1. Salaries of teachers and non-teaching staff (paid by the state government).**
- 2. Head Office(HO) sanctioned funds for CAT, IIT & JAM.**
- 3. Exam fee and exam transportation fund for students is paid by HO.**
- 4.HO also sanctioned funds for NSS, Literature lab, Amenities, Cosmetic charges, Sports, Library and Labs etc.**
- 5.Telangana University sanctioned fund for NSS.**
- 6.Government Budget for maintenance.**

Another salient feature of the auditing at our college is that the college follows a Drawing and Disbursing Officer(DDO).Its fourth module is accounts management system. Entire cash books and financial transactions and records are digitalised. This ensures transparency, saves logistics

expenses and time.

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: B. Any 3 of the above

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

The college initiates every positive measure to bring about gender equity. Active Women Empowerment Cell (WEC).The Grievance Redressal Cell plays a gender equity role in various activities and awareness programs. The institution is affiliated with Telangana University, Nizamabad, and has adopted gender sensitization, which is made compulsory as part of the Skill Enhancement course under the CBCS 2nd semester for all streams.WEC aims to bring about a positive change in the attitude of students, teachers, and stakeholders towards gender issues and promote gender equity. Conduct various programs. From 2017 to now.

Safety and Security: The security of the campus is strictly monitored by the deployment of security personnel. As our campus is a women's campus, security is maintained by the deployment of female guards around the clock. An entry/exit register is maintained where all entries and exits of students and security guards are recorded. The security of the campus is also guarded by police officers through nighttime patrols. Males are not allowed in the hostel. However, whenever there is a requirement for maintenance, supply, and other things, due permission is obtained from the respective hostel superintendent or matron, and during such visits, female guards accompany the male workers. Visiting students are allowed only on second Saturdays. A family photograph is maintained by the house parents, and only those family members are allowed to visit.

Counselling: The problems of each and every student are dealt with by the concerned house parents, who pay attention to their grievances and career-related obstacles in their personal lives and guide them towards a healthy and positive frame of mind. For major health issues, reference will be given to the Panacea Head Office. We also have a three-member health committee at the college level. House parents also maintain a record of the health issues of the students in their House Parent Register.

Panacea: Panacea is headed by GNM. She will monitor the health of the students. Every class has one sick leader who will monitor the students in their class and inform GNM if any student is sick. With the proper consultation of a doctor, GNM will provide medicine to the students and also take care of their diet during their illness. For major health issues, reference will be given to the Panacea Head Office. We also have a three-member health committee at the college level. The houseparent also maintains a record of the health issues of the students in their houseparent register.

Sports Room: The Sports Room has provisions for indoor games such as carrom-board and chess

as well as outdoor games like Kabaddi, Khokho, Badminton, Tennikoit, cricket, hockey, handball, and volleyball for the students in different areas.

File Description	Document
Upload 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: B. 3 of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The institution has been following the national educational policies implemented by the state and the central government. Having the notion that more subject knowledge and a degree certificate will not make a student a holistic person and a law-abiding citizen of the country.

Efforts have been made by the college to impart quality education by providing an inclusive environment that promotes harmony and tolerance among the students.

The reservation policy of the Government of Telangana is duly followed by the Telangana Council for Higher Education through DOST, an online portal for admissions to undergraduate colleges. As such, students from all sections of society are provided an opportunity to get admission into the college.

Orientation programs and freshmen's day programs are organised for the 1st year students and motivate them to be adaptable to the situations and to overcome the cultural, regional, linguistic, and communal socio-economic diversities among them in the college.

The institution has taken the initiative to adopt uniforms for all the students in order to avoid social and financial discrimination among the students. State government scholarships are provided to the majority of the ST who are from the less privileged sections of society, creating an equal opportunity for them to pursue their education on par with others. These scholarship amounts include maintenance charges for the students and all nonrefundable fees payable to institutions for examination fees, to create an inclusive environment for the educational upliftment of students. The NSS units of the college help the students develop a sense of selfless service, an appreciation of other people's points of view, and the ability to show consideration for fellow

students and promote tolerance and harmony among students.

Regional festivals, Batukamma, Rangoli, and New Year celebrations are celebrated with the utmost zeal and by all the students exhibiting cultural tolerance.

The cultures, traditions, and languages of various states were introduced, and the students were asked to act as citizens of that state as a part of TSKC activities through the Mahindra Pride Classroom. All the students enrolled in the program are formed into groups of different states and exhibit their performance through their appearance, dances, and prepared food items, duly representing the assigned state, to promote tolerance and harmony towards cultural diversity.

The Anti-Ragging and Disciplinary Committee was constituted to play a key role in maintaining tolerance and harmony among students. The Internal Complaints Committee Dresses grievances related to cultural, regional, linguistic, communal, socioeconomic, and other disparities, if any.

The college conducts several activities for sensitising and inculcating values, rights, and responsibilities enshrined in the Constitution of India.

Republic Day is celebrated on January 26th every year with zeal and enthusiasm, duly inculcating the spirit of the Indian Constitution. The socialist, secular, and democratic values and principles of social, economic, and political justice, liberty of thought, expression, belief, faith, and worship, equality of status, and equality of opportunity are reflected in various activities conducted in the college. The Democratic spirit is inculcated by the students through the class representative system in the college. During the election of class representatives, various methods of election are introduced to the students. The students experienced the democratic process through their active participation in the class representative system.

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

HOME AWAY FROM HOME

Objectives of the Practice

The Context

The Context: Students stay away from their parents for a long time. They miss their parents and feel homesick. The college caters to the higher education needs of the rural students from surrounding 07 mandates to cater to the personal and emotional needs of the students.

? To Improve the attendance percentage of the students coming from surrounding villages

? To encourage students to stay on campus

? To Conduct Add-on courses beyond college hours

? To Make students attend Remedial Coaching classes, in study hours ? To Improve the Pass percentage

? To encourage the students to participate in all activities

? Make students enthusiastic in the afternoon session and be involved in club activities

90% of the students hail from poor, rural first generation learner backgrounds. Due to limited seats at Government SC, ST Hostels.

The practices :-

Visits the class every morning

? Escorts them to the health check-ups as and when needed.

? Has in depth knowledge of the family relationship with parents, with siblings ? Maintain in and out details for the students-when and why they had to take a leave. ? Knows the aim of the students, fears, insecurities if any.

A houseparent book is maintained having all the details of the students like Aadhar card number, voter ID, etc. The houseparent is also responsible for monitoring physical and psychological issues of their students and will be supportive in their odd situations. On every second Saturday there will be a parent's meeting/visit. And only family members will be allowed for that meeting whose photos will be maintained in a register. An In and Out register is maintained to keep track of information about the days and reasons to go home and also who to pick them up and drop them. To refresh their brain.

To learn other skills

Improve their creativity

Improve their communication skills

They can participate in all the activities on the college premises.

Evidence of Success

All students benefit by being at home away from home every day. At the college, for needy hostels, the attendance in the afternoon session classes increased. Classes attended afternoon classes and attended in addition to courses conducted beyond college hours. The attendance percentage of students attending Remedial coaching increased. There has been an increase in the university semester end examination results. Students, especially girls, recover from their stress to relieve their brains by doing club activities . Activity caused a phenomenal increase in admissions last year only because of the club activity and hostel facility .

Problems Encountered and Resources Required

The government sponsored high school level activities. There is no budget provision from the government regarding club activities at Degree colleges. Providing clubs requires financial and infrastructural facilities.

BEST PRACTICE-2

Quest Programme

Quest Programme

The Quest Programme is designed by teachers and principal to interact with students families to understand the social, cultural and financial background of students who are deprived and are meritorious but struggling for timely educational support. A program was designed under the guidance of Dr. Praveen Kumar Sir, The Secretary – Gurukulam, which is known as Quest

During this program, teachers visit students' homes and interact with parents to discuss the programmes undertaken by Gurukulam and also seek the suggestions and opinions of parents for further improvement. The findings from the Quest help the principals and teachers in many ways, in particular, improving administration and making academic plans and thus improving the performance of students.

Objective:

To understand the social, cultural, and financial background of the students who are deprived and are meritorious but struggling for timely educational support.

Context:

During this programme, teachers visit students' homes and interact with parents to discuss the programmes undertaken by the institution and also seek the suggestions and opinions of parents for further improvement.

Practices:

The findings from the quest help the principal and teachers in many ways, in particular, improving administration and making academic plans and thus improving the performance of students.

Evidence of Success

Quest for Success helps to improve students' academic and career planning as students develop personal and career goals and take steps while on graduation to achieve those goals. It will help the students' parents' interaction. We can get more interaction with other families also. For this quest, improve social skills also.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Response: Nature of land in our college surrounding

Flora & fauna on the college premises

To identify and protect the fauna on the college premises and to strike a balance between human development and wildlife conservation, thereby securing a sustainable future for our planet's biodiversity. We have conducted so many related programs from 2018 until now.

The context: There are many plants and animals present in and around us that are playing a vital role in maintaining the nutrient and hydrological cycles or providing various ecosystem services for maintaining the food chain. We are not aware of it or ignorant about their role in sustaining the ecosystem. It becomes important to see all the biological species as equals. More importantly, we need to know the biological resources around us in view of the increasing number of biopiracy cases happening around the globe. To create awareness about changing climatic conditions, TGT WRDC (W)LS and NZB took up this noble activity of distributing saplings to the public. The present generation needs to understand and take the responsibility of acting rightly at the right time because the environment is the need of the hour. The increasing temperatures made me think of this activity. The imbalance in the seasons, like either floods or excess rain, The reduction of the water table affects cultivation. In the wake of severe global warming, planting saplings is not only beneficial to the environment but also an investment for future generations.

The practice of fauna identification and analysis involves identifying a species of wildlife, wildlife part, or wildlife product based on its physical characteristics. With the help of advanced AI (an image gallery

with artificial intelligence), different animals can be recognized and identified. Animals are automatically identified in images and highlighted with a coloured frame. For example, species of smuggled birds (whether dead or alive) can be identified through their morphology. Species of sharks may be identified just by looking at the shape and colour of the fins alone, et cetera. All the students of the institution take this extracurricular activity as best practice. This practice of distributing saplings to the public is taken up by the department of botany. The faculty of botany explains to the student what types of saplings can be distributed and measures to be taken in carrying them to the public for distribution. As all the students come from an agricultural background, most of them are interested in plants, nurturing them, and giving precautions to the public when they are distributed. This type of practice helps the student be responsible for global climate change. The thought of encouraging others to be aware of the need to plant trees. Above all, they are nurtured to be environmentally responsible, care for the plants, and prevent the cutting of trees in their vicinity. Flora refers to the plant life occurring in a particular region, habitat, or period. The term is often used to describe the collective plant species within a specific area or environment. Flora can be categorised based on various factors such as geography, climate, and ecological niches.

Evidence of success in understanding biodiversity. It is crucial to have knowledge of different species and their living conditions. Biodiversity learning for students starts with observing plants and animals in the neighbourhood. Therefore, it is important to know the local countryside. The faculty, the NSS units, and the other departments also encourage the students to successfully carry out this instructional best practice. As they are also from an agricultural background, the students explain and motivate their family members and their kit and kin to carry out organic farming for the environment. Friends and families are also motivated towards organic farming. Protecting the environment has become the most important effort to be made. The students turn out to be environmentally responsible citizens.

Problems encountered and resources required The major challenges that wildlife faces include habitat destruction and fragmentation, climate change impacts, the threat of illegal wildlife trade and poaching, the introduction and spread of invasive species, and the detrimental effects of pollution. The importance of effective strategies to counter these challenges, such as habitat conservation and restoration, climate change mitigation, combating illegal wildlife trade, managing invasive species, and pollution control, Collecting the saplings is the main problem during the season. Most of the students are of poor financial status, and the effort to buy the number of saplings whenever required is difficult.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Our college isn't just a building. It shows our pledge to fairness, inclusion, and lifting up those without a voice. It's a safe place where tribal youth can Shape their future, Tell their own stories, and Become future leaders. These leaders will handle today's world while keeping their rich culture alive.

Access and Equity: We want to knock down walls that block education. We aim to give tribal students a fair shot. We reach out to them, offer free education, and help with logistics. This way, we tackle the financial and social issues that often stop tribal students from quality education. We welcome anyone who wants to learn, no matter where they come from or what their life is like.

Cultural Relevance: Education shouldn't force assimilation. It should celebrate cultures. Our plan weaves in native education and women empowerment.. This builds pride in students' roots. We mix subjects and hands-on learning.

Empowerment and Leadership: Education unlocks hidden talents. We offer such a learning environment where they can build their life skills, and that can be useful for their personal growth as leaders. This helps tribal students spark change at home. Our teachers are pros in guiding students. They show the way to pursue their career in this competitive society.

Community Engagement and Collaboration: Our college isn't alone, It's a part of the tribal welfare society. We team up with communities, institutions and industries. This creates a give-and-take between us and the associations we help. We do research together, swap cultures, and start eco-friendly projects. This taps into our students' wisdom for the greater good.

Sustainable Development: Our college shapes students into eco-champions and social justice warriors, not just future job-seekers. We take a big-picture view on sustainability weaving green living, fairness for all, and smart growth into our classes and campus life. We aim to show our students how to live green and care for tomorrow's world. We're not just teaching - we're inspiring a new breed of world-changers who'll make waves long after they leave our halls.

Concluding Remarks :

The college organised national and international commemorative days to instil patriotic spirit, inculcate constitutional responsibilities, and foster unity among the students.

The College Student Council System is introduced in the college to instil democratic spirit and inculcate leadership qualities in the students. The College Council is formed with elected students, and positions are given accordingly (Capitan, Vice-Capitan, Sports Leader, Discipline Leader, Health Leader, Mess Leader, etc.).

Digital technology is aptly utilised to cater to the needs of the huge student population.

Most of the students have come from rural areas with various social and financial backgrounds, and it is

observed that their confidence levels and communication skills are low. To address the same, the students are encouraged to organise various programs in the college to drive away their inhibitions and imbibe the leadership qualities for their all-round development.

Our institution is built on the vision to empower women, mostly those who are first-generation learners from their tribal communities, which will encourage others to get inspiration to educate themselves. In this digitalized world, our college is trying to reach out to students in remote areas and motivate them to follow the world.

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 :</p> <p>Answer After DVV Verification :99</p> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate courses.</p>																				
1.2.2	<p>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</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>380</td> <td>361</td> <td>326</td> <td>288</td> <td>163</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>380</td> <td>361</td> <td>326</td> <td>288</td> <td>48</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	380	361	326	288	163	2022-23	2021-22	2020-21	2019-20	2018-19	380	361	326	288	48
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	
380	361	326	288	48																	
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</p> <p>Answer before DVV Verification : 86</p> <p>Answer after DVV Verification: 68</p> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.</p>																				
2.1.2	<p>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</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)</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
146	176	116	141	113

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
138	128	154	116	126

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
200	200	160	160	160

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
195	195	185	148	148

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
74	98	93	47	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
72	100	92	47	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
79	111	96	51	0

Answer After DVV Verification :

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

85	111	96	51	0
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Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.

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
16	4	2	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	3	2	0	0

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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

Answer before DVV Verification :

Answer After DVV Verification :19

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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: D. 1 of the above

Remark : DVV has reverified and made changes as per clarification.

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
85	111	95	47	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37	23	33	31	0

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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: B. 3 of the above

Remark : DVV has reverified and made changes as per clarification.

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
36	44	53	44	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	35	49	35	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
83	111	97	51	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
83	111	97	51	0

Remark : DVV has rechecked and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	03	02	02	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	03	02	02	0

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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
13	4	1	20	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	0	0	1

Remark : DVV has rechecked and made changes as per shared clarification.

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
400	397	339	288	173

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	27	18	11	22

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the activities which on closer dates.

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
7	7	12	3	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	10	3	0

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

Remark : DVV has rechecked and made changes as per shared clarification.

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: B. 3 of the above

Remark : DVV has rechecked and made changes as per clarification.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations