# SELF STUDY REPORT

### FOR

## 1$^{st}$ CYCLE OF ACCREDITATION

## TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR WOMEN, THANGALLAPALLY, RAJANNA SIRICILLA (DIST.)

H.NO 4-20, BESIDE CHAITHANYA SCHOOL, LAXMIPUR ROAD,
THANGALLAPALLY(PO), MON
505405
H.No 4-20, Beside Chaithanya School, Laxmipur Road, Thangallapally(po), Mon

Submitted To

## NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

## BANGALORE

## June 2024

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

The inception of Telangana Tribal Welfare Residential Degree College for Women in Rajanna Siricilla along with other 21 degree colleges is a dream come true and materialization of all the hardships and efforts of Tribal Welfare Society which works under the umbrella of Tribal Department, an important wing of Telangana Government. The Vision and mission of TTWR institutions is empowering tribals through education.

The origination of this college was in the year 2017. A small initiative which started with three courses is now catering 12 courses. The college is located in the heart of serene village atmosphere surrounded by lush green fields and pristine mountains. It is a tribal institution affiliated to Satavahana University, Karimnagar and is recognized by UGC under 2(f).

The fully fledged library serves as a temple of knowledge for the underprivileged students. The well-equipped science labs and Computer labs provides platform for the students to learn through hands on experience.

**Vision**

**VISION:**

   1. Nurturing life skills and social skills in the students and moulding them into true citizens of India

   2. To inculcate value system among students

   3.To develop well rounded,        confident and responsible individuals who aspire to    achieve their full potential

**Mission**

## MISSION:

1. Our mission is to work together to build a safe, respectful, and nurturing environment focused on maximizing each student's sense of well-being and acquisition of skills for life and learning.

2. To offer undergraduate programs in engaging areas.

3. To nurture moral values in students and mould them

into responsible citizens.

4. To prepare the students for the job market.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

**Institutional Strengths:**

1. The institution is situated in the heart of a beautiful hamlet surrounded with greenery and is spread across 2 acres of well-maintained campus.
2. The college was given 2f status by UGC in the year 2023.
3. The College has a spacious building with built up area of 5785.47 Sq.mts and has more than 75 spacious furnished rooms with proper ventilation, RO water plant, Spacious Seminar Hall, Gym, Digital Library, well maintained ground and sufficient toilets in every block.
4. With a Vision to cater to the needs of the underprivileged students, the college is offering 4 courses in English Medium under CBCS pattern.
5. TTWRDC(W), Rajanna Sircilla is one among a few colleges of society who have implemented CBCS system as a step towards implementing NEP2020.
6. Out of the 20 teaching faculty 12 are NET/SET qualified. One faculty is doctorate and 6 more are pursuing their doctorate.
7. The college has 3 Computer Labs with 120 systems/laptops with high-speed internet. Seminar Hall is equipped with interactive board for making learning more interactive. One classroom with projector and o

8. Well- equipped library works as a center of knowledge with a vast collection of 4007 textbooks, 1935 reference books, 460 Competitive books, and 10 monthly magazines, and is partially automated with New Gen Lib software.

9. Safety and security are given utmost priority in our institution. To provide safety and security to the staff and the students, the campus is set up with 24/7 vigilance with the help of 20 CCTV Cameras that are installed in such a way that it covers every nook and corner of the college premises.

10. The students of our institution are provided with all the amenities like trolly bags, carpets, bedsheets, towels, 2 uniforms, 2 night-dresses, 1 track suit, 1 pair of sports shoes, glass, plate, bowl, spoon, notebooks, cosmetic charges.

## Institutional Weakness

**Institutional Weaknesses:**

1. Being a girls' institution, we face the problem of dropouts, because of marriages in a young age.
2. Lack of own college building is causing hindrance to get required infrastructure for the college.
3. Being a residential pattern college, we cannot take students on field trips frequently.
4. As our college isn't situated in the heart of the city, resource persons are not wiling to travel the extra mile for the extension lectures/ seminars/workshops.
5. Faculty leaving the college without giving prior notice is causing a lot of inconvenience to the students and for the smooth functioning of the institution.
6. As the curriculum is designed by the university, we don't have a say about the course structure, and the skill- enhancement topics which will be beneficial for our students.

## Institutional Opportunity

**Institutional Opportunities:**

1. Abundant opportunities of internships, trainings, coaching, and career guidance.
2. Making available open learning resources.
3. Conjunction with the alumni to tap the unharnessed potentialities for student progression and inculcating employability skills.
4. Social awareness among students through socio-cultural and NSS programmes.
5. Grooming of students as responsible citizens is done through NCC in our college.
6. The Smart Boards provides opportunity to improve the standard of teaching and learning.

## Institutional Challenge

**Institutional Challenges:**

1. Reduced admissions due to competition and fee reimbursement schemes.
2. Early marriage of girl students.
3. Designing of more certified, and value-added courses.
4. Endeavoring for the holistic development of students, a significant number of which are from rural background and are the first-generation learners.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

**Curricular Aspects:**

1. TTWRDC (W) Rajanna Siricilla adopts the curriculum designed and prescribed by the Affiliating University i.e., Satavahana University, Karimnagar and the co- curricular and extra-curricular activities are designed and implemented in accordance with the academic calendar issued by the TTWREIS and the Almanac given by the affiliating University.
2. The college offers about 4 programs in English Medium only at UG level to prepare the students for the job market.
3. The college has been implementing the Choice Based Credit System (CBCS) since the Academic Year 2022-23.
4. The academic curriculum is designed in such a way that skill-development and value –addition subjects are also incorporated which improve the communication skills & soft skills, creating the social & environmental consciousness and imbibe the ethical, moral values and also develop the service motto among the students.
5. Two esteemed faculty members from the college, namely K. Rajani from the microbiology department, and K. Vanisri from the physics department, are actively engaged as members of Boards of Studies (BOS) at Satavahana University, Karimnagar, and are vital contributors to enhancing the college syllabus.
6. The Institutional Quality Assurance Cell (IQAC) consistently motivates both teachers and students to engage in field projects, aiming to cultivate a research-oriented mindset among the student body.
7. Input was gathered from various stakeholders including students, educators, and parents, then assessed by the IQAC to evaluate the effectiveness of the teaching-learning process. Subsequently, appropriate measures were taken to address any identified gaps. Additionally, the IQAC regularly obtained self-appraisals from teachers each year to evaluate their performance and motivate them for further improvement.

**Teaching-learning and Evaluation**

**Teaching-Learning and Evaluation:**

1. The college advertises its admission process extensively using various mediums like the website, prospectus, pamphlets, posters, and newspapers.
2. Implementation of the Choice Based Credit System (CBCS) shifted the focus from teacher-centered learning to a student-centered approach.

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3. Admissions to the college's programs are facilitated through an online portal called 'Degree Online Services Telangana' (DOST), following the reservation policy of the Telangana Government.
4. Various experiential and participative learning methods such as field visits, study tours, projects, and student seminars are widely organized to enhance the effectiveness of the teaching-learning process.
5. Cocurricular activities such as assignments, group discussions, debates, seminars, peer teaching, and problem-solving sessions are effectively conducted to foster students' knowledge and skills.
6. The NCC unit, NSS unit, TASK, Career Guidance Cell, Women Empowerment Cell, Community outreach club, Games & Sports, and Literary & Cultural Committees arrange multiple extension and community outreach programs involving students to raise awareness about societal issues.
7. Faculty members incorporate ICT-enabled methods, including PowerPoint presentations, to leverage technological advancements and make the teaching-learning experience more innovative.
8. The college library is well-stocked with essential resources like books, journals, magazines, e-books, previous question papers, etc., necessary for teaching, learning, and research.
9. Among the 20 full-time faculty, 2 hold doctorates with extensive teaching and research backgrounds, 5 are pursuing Ph.D. programs, and most have qualified UGC-NET and AP/TS-SET exams.

**Research, Innovations and Extension**

1. Annually, the college forms the Research Committee to foster a culture of research and innovation, aiming to inspire both faculty and students toward research activities.
2. The Institutional Quality Assurance Cell (IQAC) consistently encourages and supports staff and students in initiating research projects and publishing high-quality papers in peer-reviewed and UGC-recognized

journals.

1. The college library is well-equipped with a vast collection, including 7919 books, 10 journals, magazines, and extensive digital resources. This encompasses access to over 10 e-books,15 e-journals via INFLIBNET's N-LIST, around 5 e-resources through the National Digital Library (NDLI), and open access databases like CORE, Science Open, and statistical databases such as Census data. A compendium of faculty articles is stored in the Library's Institutional Digital Repository through D-Space Digital Library Software for accessing to students and faculty members.
2. L. Anusha from CS Department published 1 article, Mrs. Rehana Iffath from the department of English published 3 articles, M. Sandhya Rani from the department of commerce published 1 article.---
3. The NCC unit of the college actively organizes programs and rallies to create awareness in the society.
4. The NSS unit of the college in collaboration with other District Level Organizations and NSS Cell, Satavahana University conducted a good number of activities so as to create a sense of social awareness and to equip the skills among the students.
5. All the Departments have fruitfully conducted more than 10 field visits and study tours with a view to provide first-hand experience.

## Infrastructure and Learning Resources

1. The college is in the heart of a serene hamlet situated at a distance of 6 km from the District Headquarters of Rajanna Sircilla.
2. The college has about 2 acres of sprawling campus with three blocks and separate wing at the back side of one of the blocks consisting of classrooms and seminar hall with total built-up area of 5785.47 Sq.mts., with ground, Rain Harvesting Pit, Small Water Pond and many Trees and plants which builds up the ambience of the college.

1. The college operates smoothly with a total of 70 rooms, comprising the Principal's chamber, office room, staff room, library and 17 lecture halls. Among these, 3 lecture halls are equipped with smart boards. One portable projector is available for the faculty to make their teaching more interesting. Additionally, there are five well-equipped science laboratories and three computer lab housing 100 computers, complemented by seminar hall with an LCD projector. The college also features 15 dormitories, one gym room, four store rooms, one kitchen, one dining hall. Furthermore, there is a dedicated English Language Lab (ELL) equipped with 5 computers and software installations designed to enhance communication skills.
2. The college features a Central Library alongside Departmental Libraries. The library is equipped with an Online Public Access Catalogue (OPAC) system and internet connectivity, enabling access to INFLIBNET's N-LIST e-resources, NDL's e-resources, and Open Access educational materials. Moreover, the library actively supports faculty and students in their e-learning endeavors through the SWAYAM Portal.
3. The college has CCTV Surveillance with about 28 CCTV Cameras installed in the college premises, seminar hall and verandahs to provide safety and security to the staff and students.
4. The college has spacious seminar hall to organize various cultural activities.
5. The college is provided with Neo Fibernet connection with 100 MBPS speed is also made available for the students with the instructions of Head office.

## Student Support and Progression

1. The ST students are given priority at the time of admissions, the seat matrix given by the head office is conducive for the tribal girl students who have a zeal to persue higher education and build up a good career for themselves.
2. The College's Internal Quality Assurance Cell (IQAC) consistently promotes the organization of diverse programs aimed at enhancing students' capabilities. These initiatives encompass coaching for competitive exams, career counseling, development of soft skills, remedial coaching for students facing challenges, as well as sessions on yoga, meditation, and personal counseling.
3. Notably, around 200 students received career guidance for competitive exams, over 150 college students underwent training to enhance their leadership skills, and more than 135 students received remedial

coaching from the teaching staff over the past five years. About 250 students were provided with English Language skills and 85 students actively participated in the yoga and meditation classes during the last five years.

4. Annually, a significant number of students are advancing towards higher education, enrolling in PG courses and various professional programs, guided and supported by the college staff. To ensure the college's smooth and efficient operation, the principal has established academic, administrative, IQAC & NAAC, and Extension Committees, actively involving students and considering their suggestions in organizing and decision-making processes.

5. The college's sports & games committee and literary & cultural committee have organized numerous activities in sports, games, literature, and culture to uncover the hidden talents of the students. The library conducts regular awareness programs, including Library Orientation, guiding students on accessing N-LIST e-Resources, and Open Access Educational Resources.

6. Recently registered, the alumni association plays a collective role in providing invaluable suggestions for the college's development, with approximately 2 alumni meetings held over the last four years.

7. Additionally, students annually represent the college not only in sports & games but also in cultural activities at both the University and National Levels.

Governance, Leadership and Management

# Governance, Leadership and Management

1. The Principal and staff members are collectively dedicating strenuous efforts to realize the institution's vision and mission. Their commitment involves nurturing and grooming students to become knowledgeable and skilled catalysts for societal change.

2. The college promotes a culture of decentralization and participative management, engaging staff and students in various academic, administrative, and extension committees to ensure smooth and effective functioning.

3. To streamline operations, the college has successfully implemented e-governance introduced by TTWREIS. The use of DOST for student admissions and support, along with the Examination Branch Website of the Affiliating University, contributes to the seamless conduct of exams.

4. As a government college, all welfare schemes provided by the government are applicable to permanent teaching and non-teaching staff.

5. The institution has introduced the concept of Faculty Forum, initiated by the IQAC, to broaden the learning horizons of teaching staff. Six Faculty Forums on various topics related to the latest advances have been conducted.

6. Approximately 15 faculty members attended professional development courses and FDPs organized by various universities and through SWAYAM to enhance their professional skills and knowledge.

7. The IQAC, serving as a catalyst for quality enhancement, consistently adopts diverse strategies to improve quality. It has played a crucial role in preparing and implementing the Annual Academic Action Plan, collecting and analyzing feedback from various stakeholders, conducting Internal Academic Audits, organizing Faculty Forums at the college level, and hosting orientation programs for first-year students.

8. Recognizing the contemporary importance of gender equality and sensitization, the Women Empowerment Cell has conducted five programs, focusing on awareness about women's legal rights, International Women's Day, World Malala Day, and Women Equality Day.

9.  Prioritizing safety and security, the college installed 28 CCTV cameras at various locations within the premises.

## Institutional Values and Best Practices

## Institutional Values And Best Practices

1.  The Career Guidance and TASK of the college collaborated to organize several programs, including career counseling sessions, interactive discussions, and training sessions, aimed at creating extensive awareness about job and career opportunities.
2.  The NSS organized a program to raise awareness about Higher Education learning opportunities among Intermediate students.
3.  Initiatives have been implemented to effectively manage waste, including Solid Waste, Liquid Waste, and e-Waste Management, contributing to a clean and green campus.
4.  The IQAC encourages staff members to utilize digital media for information dissemination, aiming to reduce paper usage and transition the college into a paperless office.

• The college is dedicated to ensuring accessibility for divyangan by providing necessary facilities such as ramps, restrooms, and scribe services for exams.

• Over the past five years, the college has organized various events commemorating National Festivals and the Birth/Death Anniversaries of prominent Indian personalities, aiming to instill patriotism, nationalism, and a sense of responsibility among students.

The institution follows several noteworthy best practices:

1. Clubs for Holistic development of students
2. Extension Lectures
3. Community Outreach programs
4. Bridge course for first years
5. Career Guidance
6. Internship programs
7. Literary motivation

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# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | Telangana Tribal Welfare Residential Degree College for Women, Thangallapally, Rajanna Siricilla (Dist.) |
| Address | H.No 4-20, Beside Chaithanya School, Laxmipur Road, Thangallapally(po), Mon |
| City | Sircilla |
| State | Telangana |
| Pin | 505405 |
| Website | [H.No 4-20, Beside Chaithanya School, Laxmipur Road, Thangallapally(po), Mon](#) |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | K Rajani | 08723-227104 | 7780555424 | - | ttwrdcgirls.siricilla @gmail.com |
| IQAC / CIQA coordinator | Rehana Iffath | 08723-227105 | 9550267058 | - | ttwrdcsiricillaiqac @gmail.com |

| Status of the Institution | |
| --- | --- |
| Institution Status | Government |

| Type of Institution | |
| --- | --- |
| By Gender | For Women |
| By Shift | Regular |

| Recognized Minority institution | |
| --- | --- |
| If it is a recognized minroity institution | No |

**Establishment Details**

| State | University name | Document |
|---|---|---|
| Telangana | Satavahana University | View Document |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 25-07-2023 | 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 | H.No 4-20, Beside Chaithanya School, Laxmipur Road, Thangallapally(po), Mon | Rural | 2 | 5785.47 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BSc,Physical Science,History Mathematics Economics Political Science Communicative English Computer Applications | 36 | Intermediate | English | 40 | 15 |
| UG | BSc,Life Science,Botany Microbiology Zoology Chemistry Computer Science | 36 | Intermediate | English | 40 | 27 |
| UG | BA,Arts,History Mathematics Economics Political Science Communicative English Computer Application | 36 | Intermediate | English | 40 | 18 |
| UG | BCom,Commerce,Computer Applications | 36 | Intermediate | English | 40 | 25 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 40 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 0 | 23 |
| Yet to Recruit | 0 | | | | 0 | | | | 17 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 13 |
| Recruited | 1 | 12 | 0 | 13 |
| Yet to Recruit | | | | 0 |

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

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| 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 | 1 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 7 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| 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 | 11 | 0 | 11 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| 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 | 1 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 243 | 0 | 0 | 0 | 243 |
| | 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 | 29 | 18 | 9 | 4 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 89 | 95 | 49 | 84 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 52 | 33 | 22 | 16 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 0 |
| | Female | 2 | 4 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 172 | 150 | 80 | 104 |

## Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | Telangana Tribal Welfare Residential Degree College for Women, Sircilla is dedicated to providing a diverse range of programs as an affiliated college. The college offers 12 programs across four faculties: |
|---|---|

| | physical sciences, life sciences, social sciences, and commerce. In addition to their main program, students are required to complete a four-credit Generic Elective (GE) course from a discipline different from their primary area of study. The CBCS system allows students to choose subjects of interest using a bucket system. To stay current with modern advancements, computer science is integrated into all traditional courses offered by the college. |
|---|---|
| 2. Academic bank of credits (ABC): | As an affiliated institution, Telangana Tribal Welfare Residential Degree College for Women, Sircilla follows the academic guidelines set by the university. The implementation of the Academic Bank of Credits (ABC) has been extended to all colleges under the jurisdiction of the affiliating University. The ABC system safeguards a student's earned credits in case they are unable to pursue further studies within a specified timeframe. These accumulated credits are also considered when the student opts to re-enroll and complete the course. |
| 3. Skill development: | One of the notable initiatives at our institution is the emphasis on skill development. Apart from the skill enhancement courses offered by the affiliating university, our institution provides a variety of skill training programs. The institution has entered into a Memorandum of Understanding (MOU) with TASK (Telangana Academy for Skill and Knowledge) to conduct soft skills development programs. Additionally, numerous seminars, workshops, and invited talks are organized to further promote skill development. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The focus of Telangana Tribal Welfare Residential Degree College for Women in Sircilla is on imparting traditional Indian knowledge systems to its students. Annually, students have the opportunity to participate in a yoga certification course. The college actively engages in the vibrant celebration of Bathukamma, a cultural event that highlights the heritage of Telangana. Special days dedicated to honoring Indian languages are observed by both students and faculty.This includes the observance of events like Hindi Divas, Telangana Bhasha Dinotsavam, and Telugu Bhasha Dinotsavam to celebrate and commemorate the significance of these Indian languages. The EBSB committee is committed to focus on the cultures and languages of other Indian |

| | states. |
|---|---|
| 5. Focus on Outcome based education (OBE): | The affiliating university formulates both program outcomes and course outcomes. Students are familiarized with these outcomes through an induction program held at the start of each academic year. The attainment of these outcomes is evident in students' semester grades, their success in securing placements, and a substantial proportion pursuing postgraduate studies at both national and state universities. |
| 6. Distance education/online education: | Since the onset of the pandemic in 2020, the college has embraced a blended teaching and learning approach, incorporating online sessions in instances where in-person interactions were not feasible. Numerous educators have undergone Faculty Development Program (FDP) training in utilizing ICT tools. Students had the flexibility to learn from the comfort of home through virtual classrooms, held through online platforms like ZOOM, GOOGLE MEET,etc, Additionally, our students annually participate in various MOOCs programs offered by SWAYAM and NPTEL. |

## Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | The institution has an ELC (Electoral Literacy Club).The incharges of the Electoral Literary Club (ELC) consistently organize activities focused on voter registration and awareness. |
|---|---|
| 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? | The institution has an ELC, and the Electoral Literacy Club incharges regularly arrange events to encourage voter registration and raise awareness. |
| 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 | On August 30 2023, a voter registration and enrolment awareness program was held. In this, the honorable district collector encouraged students to enroll themselves as voters and to assist others from the community in this process. On January 25, 2023, National Voters Day was observed, and a webinar was held to inform students of the significance of voting. Tahsildar Sri Venkat Reddy emphasized the democratic system in India as well as the registration process for voters. The pledge for National Voters |

| citizens, etc. | Day was made on January 25, 2023. |
|---|---|
| 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. | The district election officials held a poster-making contest on ethical votingLater, the poster was used in public awareness campaigns by the authorities. National Voters Day pledge was made on January 25, 2023. Our NSS volunteers, in association with the district election authorities, enrolled students from our college as voters. In this programme, the tabs (devices) provided by the officials were utilized. |
| 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. | An awareness program on EVM and VVPAT was organized on 30.08.2023. The students were educated about the operating mechanism of these devices by the honorable district collector A SVEEP (Systematic Voters' Education and Electoral Participation) awareness program was held by the district election authorities. Sri. Keemla Nayak, Assistant Collector and Special Officer for Elections encouraged students to participate in the voter enrolment process. |

# 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 |
|---------|---------|---------|---------|---------|
| 334 | 402 | 455 | 350 | 178 |

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 2 Teachers

**2.1**

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

Response: 39

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**2.2**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19 | 27 | 24 | 32 | 16 |

## 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 |
|---------|---------|---------|---------|---------|
| 27.35988 | 164.42277 | 82.78970 | 74.97641 | 56.14327 |

| File Description | Document |
|---|---|
| Upload Supporting Document | [View Document](#) |

| 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:**

**Response**

The institution is affiliated with Satavahana University in Karimnagar, and its course structure aligns with the guidelines set by the University's Board of Studies. This curriculum is uniformly implemented across all departments within the college. Supplementary academic and extracurricular activities are developed in accordance with the Academic Calendar issued by the TTWREIS and the University's provided schedule.

Each academic year, the College drafts its yearly academic schedule by combining the academic calendar provided by TTWREIS, Telangana State, and the schedule outlined by the affiliating Satavahana University.

The planning and execution of the curriculum are methodically organized. Annually, the Principal forms several committees by appointing faculty members after the college reopens.

Collaborating with the IQAC, Academic Coordinators, and Heads of Departments (HODs), the Principal orchestrates meetings to devise the College's Annual Academic Calendar, integrating directives from the Society and the University's almanac. Subsequently, the HODs convene meetings with their respective faculty members to strategize the departments' Annual Action Plans, encompassing subject-specific and paper-specific agendas based on the Affiliating University's blueprint. Adherence to the annual curricular plan is strictly followed by all teaching faculty members. Any disruptions or unexpected incidents impacting class schedules are compensated by arranging additional sessions.

HODs conduct monthly review meetings within their departments to track syllabus completion and oversee various co-curricular activities, including Remedial Coaching Classes, Student Seminars, Quiz Competitions, Assignments, Group Discussions, Debates, and Internal Exams. Additionally, the Principal, alongside the IQAC and Academic Coordinators, conducts monthly review meetings to assess academic progress and verify all academic records. Faculty members are encouraged to incorporate modern technology to enhance the teaching-learning process. The college also hosts diverse academic programs such as Field Trips, Educational Tours,

Personality Development Seminars and TASK. The college's library is

well-stocked with essential resources including books, journals, magazines, newspapers, syllabus materials, previous question papers, project reports, and e- resources to facilitate teaching, learning, and research endeavors.

It is a matter of pride for us to mention that Mrs. K. Rajani, Degree Lecturer in Microbiology and K. Vanisri, Degree Lecturer in Physics are members in Boards of Studies (BOS), Satavahana University, Karimnagar and are contributing significantly to upgrade the syllabus.

Regular updates are made to the annual lesson plans, teaching diaries, and attendance registers. Remedial classes are organized for students facing challenges in keeping pace, and these classes are scheduled based on the convenience of both teachers and students. Certificate programs and employability training, focused on skill development, serve as valuable additions to the conventional courses. Additionally, new students benefit from Bridge Courses provided by the institution.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 26

| 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](#) |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | [View Document](#) |

**1.2.2**

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

**Response:** 9.25

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 |
|---|---|---|---|---|
| 11 | 0 | 60 | 56 | 32 |

| 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:**

**Response:**

Telangana Tribal Welfare Degree College for Women, Rajana Sircilla, affiliated with Satavahana University in Karimnagar, follows the University's prescribed curriculum, regularly updated by the Telangana State Council of Higher Education (TSCHE) to align with industry needs. The college prioritizes the effective implementation of Core Courses, Generic Electives, Subject-Specific Electives, and Skill Enhancement Courses.

The institution focuses on addressing societal disparities and marginalized communities, integrating discussions on gender differences in child socialization, workforce participation, and evaluating government development programs in undergraduate courses. Students are educated on sustainability concepts and encouraged to analyze programs and policies through a sustainability lens.

Offering around 8 programs in the 2018-19 academic year and approximately 9 programs in other academic years, the college not only emphasizes core courses but also incorporates Skill Enhancement Courses like Environmental Studies, Gender Sensitization, Communication Skills in English, Basic Computer Skills, Practices of General Insurance, Regulations of Insurance Business, Verbal Reasoning for Aptitude Test, and Generic Electives such as Public Health and Hygiene, and Water Resource Management.

Ethical practices are instilled within students, with a focus on cross-cutting issues in their co-curricular activities. The college fosters healthy competition, promoting fairness and equity, which are integral aspects of various cultural and co-curricular activities.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |

**1.3.2**

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

**Response:** 94.31

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

Response: 315

| 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:** 59.17

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 |
|---------|---------|---------|---------|---------|
| 104 | 80 | 150 | 172 | 133 |

2.1.1.2 **Number of sanctioned seats year wise during last five years**

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

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Final admission list as published by the HEI and endorsed by the competent authority | [View Document](#) |
| Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only. | [View Document](#) |

**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:** 58.1

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 |
|---------|---------|---------|---------|---------|
| 91 | 77 | 144 | 146 | 105 |

**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 |
|---------|---------|---------|---------|---------|
| 144 | 140 | 245 | 245 | 195 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | [View Document](#) |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable) | [View Document](#) |

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 17.58

## 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:**

**Response:**

The shift in college education from being instructor-focused to being student-oriented occurred with the introduction of CBCS. Under this system, students are actively involved in a wide array of academic, co-curricular, and extra-curricular pursuits both within and beyond the college premises. Effective learning is perceived as a fruitful engagement where learners are physically and mentally engaged in observing, understanding, and remembering. The college heavily embraces experiential and participative learning methods. This involves visits to different institutions, field trips, seminars by experts, individual and group projects, encouraging self-study, independent and peer learning.

Activities like classroom discussions, debates, presentations, brainstorming, and creating mind maps foster participative learning. Furthermore, internships, extension activities, and training opportunities ensure students gain practical experience.

Encouraging students to engage in problem-solving-based learning across various subjects is a priority. Departments regularly organize workshops and training sessions inviting experts and practitioners to bridge the gap between theory and practical application. These workshops aim to cultivate creativity, innovation, and the application of ideas to address contemporary societal challenges. Assignments are tailored to encourage a holistic understanding of theoretical concepts along with their real-world applications.

Departments like Botany and Zoology conduct field visits to Nurseries and Fisheries, while the Commerce Department arranges trips to places like Textile Park to expose students to real-world processes. Other departments like Telugu, Economics, Political Science, and Public Administration organize visits to historical sites, processing enterprises, and courts to provide students with firsthand experiences and practical knowledge.

Throughout the college, various departments actively engage in co-curricular activities like seminars, debates, mock parliament sessions, quizzes, group discussions, and peer teaching to facilitate experiential and participative learning. Additionally, the college's NCC and NSS units conduct outreach programs in villages to create awareness about prevalent societal issues among the student body.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 98.33

**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 |
|---------|---------|---------|---------|---------|
| 26      | 24      | 26      | 27      | 17      |

| File Description | Document |
|------------------|----------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | [View Document](#) |

**2.4.2**

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

**Response:** 11.02

**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 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 9       | 2       |

| File Description | Document |
|------------------|----------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | [View Document](#) |
| Institution data in the prescribed format | [View Document](#) |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | [View Document](#) |

## 2.5 Evaluation Process and Reforms

**2.5.1**

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is**

**time- bound and efficient**

**Response:**

**Response:**

Each academic year, the College drafts its yearly academic schedule by combining the academic calendar provided by TTWREIS, Telangana State, and the schedule outlined by the affiliating Satavahana University. The college ensures that all students are familiar with the assessment procedures through the updated annual college prospectus. Additionally, the Orientation program held at the start of each academic year informs students about the evaluation process and its timetable.

Ahead of the initial Internal Exam, the examination branch arranges seating plans in a way that minimizes malpractice by seating two different students (from various years) on each bench. This seating arrangement is communicated well in advance to all first, second, and third-year students and is maintained throughout the subsequent Internal Exams until the Pre-Final exams. Each Internal Exam maintains separate room-wise attendance records. Timetables for these exams are communicated to faculty and students via notice registers and display boards. These schedules are strictly adhered to, and any disruptions result in compensatory re-exams held on the last day. Faculty members responsible for respective subjects prepare question papers, and necessary copies are supplied to exam halls based on student strength. Evaluation of answer sheets is conducted by concerned faculty, and marks are recorded in students' progression registers.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

**Response:**

The institution effectively communicates the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (Cos) for all programs offered to teachers at the outset of each academic year, providing manuals or handouts through the IQAC and Academic Coordinator.

Subsequently, teachers convey the same information to students within their classrooms. Additionally, manuals or handouts detailing the Cos for laboratory courses are shared with both teachers and students.

Detailed descriptions of Program Outcomes, Program Specific Outcomes, and Course Outcomes are displayed on the college website, accessible to stakeholders like teachers, students, parents, and alumni. Faculty members discuss the relevance of Course Outcomes with students and actively seek feedback on them. Departments highlight Program-Specific Outcomes by showcasing career options available to students after completing programs and by spotlighting alumni achievements.

To accomplish Program Specific Outcomes, various entities within the college, such as TASK, Career Guidance Cell, and all departments, engage in diverse activities aimed at training students in communication skills, life skills, critical thinking, self-confidence, understanding career opportunities, as well as learning ethical and moral values. Alumni from different departments are invited to engage with students and teachers during Orientation Programs and other events, sharing insights on how various courses have influenced their careers. This interaction provides students with valuable perspectives on the programs and offers faculty an opportunity to gather feedback on the courses. The college is committed to achieving the Program Outcomes, Program Specific Outcomes, and Course Outcomes.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

**Response:**

Annually, the college assesses the accomplishment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (Cos) using appropriate evaluation techniques, each with its distinct process. These assessment methods include two categories: the direct method and the indirect method.

1. **Direct Method**: This approach involves measuring the attainment of Course Outcomes by evaluating students' performance in Continuous Internal Evaluations (CIE) and end-of-semester examinations. Continuous assessment, which includes assignments, quizzes, tests, and other periodic assessments, offers insights into the effectiveness of the teaching-learning process and the

resulting learning outcomes. Grades are based on the total marks obtained by students in both Internal Exams (20 Marks) and Semester Exams (80 Marks). Over the past five years, students' achievements in Course Outcomes have been impressive, with many securing outstanding grades in individual subjects. Similarly, assessing Program Outcomes involves scrutinizing results achieved by students across various programs in semester examinations.

1. **Indirect Method**: This method entails gathering data from students through surveys (including alumni surveys) to measure attainment. The achievement of POs and PSOs is gauged by evaluating students' performance in competitive exams, co-curricular activities such as debates, seminars, assignments, and student study projects, along with their participation in programs conducted by TASK, and the Career Guidance Cell. Notably, a significant number of students have secured commendable ranks in PG Entrance Exams, securing seats in esteemed universities like Osmania University, Kakatiya University, Central Universities, Azim Premji University, TIS S, Telangana, and Satavahana Universities in Telangana State. The college maintains a database of alumni, regularly updating their employment status and other achievements to track Program Outcomes.

| File Description | Document |
|---|---|
| Provide Link for Additional information | [View Document](#) |

**2.6.3**

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

**Response:** 100

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 |
|---|---|---|---|---|
| 116 | 147 | 131 | 44 | 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 |
|---|---|---|---|---|
| 116 | 147 | 131 | 44 | 0 |

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

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.36

| 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 |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

**Response:**

TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE FOR

WOMEN, located in Thangallapally, Rajanna Siricilla, has taken a significant step towards

fostering innovation and entrepreneurship by establishing an Institution's Innovation Council as

per the norms of Innovation Cell, Ministry of Education, Govt. of India during the academic

calendar year 2021-22. Since then, the college has actively engaged in implementing various

programs, showcasing its dedication to nurturing a culture of innovation among its students.

The Institution's Innovation Council at Telangana Tribal Welfare Residential Degree

College for Women comprises:

Faculty Members: Who oversee the activities of the council and provide mentorship to students.

Students: Who actively participate in innovation challenges, workshops, and other initiatives.

Industry Experts: Who collaborate with the college to provide guidance and support to students,

particularly focusing on opportunities relevant to tribal welfare and women empowerment.

The primary objectives of establishing the Institution's Innovation Council at Telangana Tribal Welfare Residential Degree College for Women include:

1. Encouraging students to embrace innovation and entrepreneurship.
2. Providing a platform for students to develop creative solutions to real-world problems.
3. Fostering collaboration between academia, industry, and government organizations.
4. Equipping students with the necessary skills and mindset to thrive in an innovation-driven economy.
5. Empowering women from tribal communities through education and entrepreneurship.

| File Description | Document |
|---|---|
| Upload 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:** 2

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

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

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 0.23

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 |
|---------|---------|---------|---------|---------|
| 6 | 2 | 0 | 0 | 1 |

| File Description | Document |
|------------------|----------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**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:** 0.03

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 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | [View Document](#) |

## 3.4 Extension Activities

**3.4.1**

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

**Response:**

**Response:**

Telangana Tribal Welfare Degree College for Women, Rajanna Sircilla organizes different extension activities to involve the students in different community-oriented activities so as to imbibe a sense of responsibility/service orientation/holistic development of the students. The College ensures that the academic and extension activities go in hand in hand to create awareness about the issues and challenges being faced by the society at large. The NCC and NSS unit of the college is always in the fore front in organizing the extension and outreach activities in the neighboring villages and towns in order to create extensive awareness on various social issues. For effective and smooth conduct of extension and outreach activities, the college collaborates with District Collectorate, Police Officials, NGOs and with adopted villages.

During the last five years, the NSS unit conducted various extension and outreach programs such as Swatch Bharath, Haritha Haram (Massive Plantation), Haritha Haram Rally in adopted village, SwachathaHi Sewa, World AIDS Awareness Rally, District Level Voter Awareness Rally and about 40 Volunteers participated in rendering invaluable services to PWD in Parliament Elections to create a sense of social service and holistic development in the students who are the pillars of our nation.

The college NSS unit in collaboration with the NSS Cell Satavahana University conducted a 5 Day District Level Gandhian Youth Leadership Training Program to nurture the leadership skills among the students to mold them into true citizens of to

morrow. The college NSS unit in collaboration with all the departmentsin the college also conducted Blood Donation Awareness Camps to make aware and to encourage the students to come forward for blood donation to protect lives of the people.

The NCC Cadets Participated in:

1. 'Fit India Freedom Run' an Awareness program on fitness
2. 'Puneet Sagar Abhiyaan' An Awareness program on keeping the waterbodies in your neighborhood clean and pollution free.
3. Rally on occasion of Youth Day.
4. Flash Mob to create awareness among the locals on cleanliness.
5. Cleanliness drive to keep the college premises and surroundings clean and tidy.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 3.4.2

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

**Response:**

**Awards and recognitions motivate students and faculty, promoting excellence in academics and extracurricular activities. They boost confidence, encourage cultural preservation, and foster community engagement. These honors enhance students' resumes, opening doors for professional opportunities. They also improve the college's reputation, attracting talent and increasing funding and support from stakeholders.**

## Faculty Achievements and Recognitions

Our esteemed faculty members have been recognized for their outstanding contributions and dedication to their fields. These awards highlight their commitment to excellence in education and their relentless pursuit of academic and extracurricular achievements.

1. **G. Ashok** was awarded the prestigious "Best Principal" title by TTWREIS in 2019. This recognition is a testament to his exceptional leadership skills and dedication to fostering a positive learning environment.
2. **K. Rajani** has received multiple accolades, including the "Letter of Appreciation" from

TTWREIS in both 2021 and 2022. Additionally, she was honored with the "Best Principal" award by ITDA Plain area in 2022. These recognitions reflect her significant contributions and unwavering commitment to her students and institution.

3. **M. Sudhasindhu** was recognized as the "Best Teacher" at the district level in 2023. This award highlights her dedication to teaching and her impactful role in education.

These accolades reflect the high standards upheld by our faculty and their dedication to educational excellence. We are proud of their achievements and the recognition they have received from esteemed bodies such as TTWREIS and ITDA Plain area. Their accomplishments serve as an inspiration to the entire academic community, demonstrating the impact of dedication, hard work, and a passion for education.

## Student Achievements and Recognitions

Our students have excelled in various fields, earning numerous accolades and recognitions for their outstanding performances and contributions. These achievements underscore their hard work, talent, and dedication.

1. **M. Nirosha** achieved first prize in G-20: Essay writing competitions organized by both Satavahana University (NSS) and the Governor.
2. **Y. Vinika** received the second prize in an essay writing competition on cyber security at the district level and also secured the second prize in an elocution competition organized by Nehru Yuva Kendra.
3. **P. Mounika** was awarded first prize in poetry by Nehru Yuva Kendra, recognizing her literary talents.
4. A **Dance group** from our institution secured the third prize in a dance competition organized by Nehru Yuva Kendra.
5. **NiKhila** received the third prize in a photography competition, also organized by Nehru Yuva Kendra.
6. **K. Bhavani** was selected for an Adventure Trip by NSS, highlighting her enthusiasm and spirit of adventure.

These student achievements reflect the diverse talents and hard work of our students. Their recognitions from esteemed bodies such as Satavahana University, the Governor, and Nehru Yuva Kendra highlight the quality of education and the holistic development opportunities provided by our institution.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

### 3.4.3

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

**Response:** 13

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 |
|---------|---------|---------|---------|---------|
| 3 | 4 | 3 | 3 | 0 |

| File Description | 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:** 16

| File Description | Document |
|---|---|
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

**Response:**

Telangana Tribal Welfare Residential Degree College for Women, Rajanna Sircilla spreads in about 2 acres of sprawling campus and main building was constructed with a total built up space of 62,275 Sq. Mts. For effective and smoothing running, the College has 9 dormitories 14 Lecture halls including 3 ICT enabled class rooms including 2 Smart Classrooms and 1 Virtual Classroom, 8 well equipped Labs including 3 Computer Lab, the Principal Chamber, Office, Seminar Hall with ICT, Common Staff Room, IQAC Room, NCC,NSS,Panacea, Kitchen, Dining Hall, 2 Store Rooms, Library, Sports room, English Language Lab, Gym,Securuty guard room and Rest Rooms are present.

**Facilities for Teaching-Learning:**

Teaching is an art and hence it requires dynamism on the part of the teachers to make teaching interesting in order to sustain interest of the students. Hence to break the old rule of thumb, a revolutionary outlook is adopted in the teaching procedure.

To undertake Curricular and Co-Curricular activities, the institution has 15 well spacious, good illuminated and fully furnished lecture halls each having permanent dual desks, green boards, fans, tube lights. There are 14 lecture halls with ICT facility of which 2 lecture halls have smart boards and portable LCD Projectors for effective teaching learning process and to create and sustain the interest of the students.

All the science departments of the college have well equipped laboratories to carry out practicals in the respective subjects. The college has Computer Lab with well configured 30 Computers and 70 laptops one LCD projector for effective teaching and learning of computer subjects.

Besides, there is an English Language Lab (ELL) with 3 computers with software installation for Listening to the English Language module so as to increase the communication skills of the students.

The college has a well-furnished Seminar Hall with a spacious dais, sound system and LCD Projector which can accommodate more 450 students. Most of the college programs and all the co-curricular activities are conducted in this hall.

The College has a Central Library and Departmental libraries. The central Library contains 7885 Books and 2851 titles,10 magazines and 2 journals.

The college has a well-equipped examination branch at the ground floor having one set of high-tech copier machines, fully automated Xerox machine and computer with internet connection to undertake the exam related work without any hindrance.

The entire college is under CCTV Surveillance with 28 CCTV cameras installed in the entire campus area of the college to provide additional safety and security to the students and the staff for the prevention of untoward incidents in the campus.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**4.1.2**

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

**Response:** 8.33

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise**

**during last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.91315 | 25.33450 | 5.43170 | 1.64623 | 0.48100 |

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

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

The library in a college holds paramount importance as a vital hub for academic excellence and intellectual growth. Serving as a repository of knowledge, it provides students and faculty with access to a diverse range of resources, including textbooks, research materials, and digital databases. Beyond supporting academic endeavors, the library cultivates a quiet and conducive environment for focused study and collaborative learning, contributing to the holistic development of students. It plays a crucial role in fostering research skills, information literacy, and a passion for literature. Additionally, the library serves as a center for cultural and intellectual activities, promoting a sense of community within the college. Overall, the library is an indispensable asset that empowers individuals with the tools and resources necessary for academic success, research, and lifelong learning.

The institution's library caters to 248 students and 21 full-time teachers, offering a vast collection of books alongside high-speed 100 Mbps internet and Wi-Fi connectivity accessible to all students. Utilizing the NEW GEN LIB (3.1) integrated library management software, the library is partially automated to facilitate easy access to resources.

Housing a diverse assortment of 7,919 books across various disciplines, the library also provides access

to INFLIBNET's N-List initiative, offering over 1,500 e-books and 60 e-journals. Joining NLIST has granted the institution access to additional online resources such as ShodhSindhu and E PG Pathshala, with remote accessibility for both students and faculty.

Library amenities include a digital library wing with two computers, a well-ventilated reading hall stocked with newspapers and magazines, and a photocopying service allowing students to reproduce book pages at discounted rates. The library is under CCTV surveillance to ensure the safety of students and resources. Up-to-date registers for student and faculty attendance, as well as a Visitors' Register, are maintained to monitor foot traffic.

Operating from 9:00 am to 5:00 pm on weekdays and open on Sundays for student convenience, the library subscribes to competitive journals, weekly, monthly, and fortnightly periodicals, along with daily newspapers. Additionally, apart from the general library, faculty and students have the option to borrow books from departmental libraries.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

**Response:**

The faculty working in the Department of Computer Science will take care of the maintenance and up-gradation of the IT facilities. A provision is made to allot the budget for the up-gradations, annual maintenance and for the purchases of the accessories and anti-virus every year.

The college has taken internet Broad Band connection and is extended to the office, a few departments, Exam Branch, Library, Computer Lab and IQAC Room.

**Details of IT facility available in the college:**

**Computer Lab-I**: 31 **Desktops**. 10 Desktops-The configuration is Intel Pentium Dual core 3.60 Ghz, 4 GB RAM, 500 GB Hardisk, 15" LCD Monitor and one Server. One projector is also available.

20 Desktops- The configuration is Intel Pentium Dual core 3.90 Ghz, 4 GB RAM, 500 GB Hardisk, 15" LCD Monitor.

**Computer Lab-2**: 30 **Laptops**. The configuration is 11th GEN Intel(R) Core (TM)i5@ 2.40 Ghz, 16 GB RAM, 1000 GB Hardisk, 15" LCD Monitor.

**Computer Lab-3:** 30 **Laptops**. The configuration is 11th GEN Intel(R) Core (TM)i5@ 2.40 Ghz, 16 GB RAM, 1000 GB Hardisk, 15" LCD Monitor.

**Office: 3 Desktops**. The configuration is Intel i3 with 2.4 GHz Processor, 2 GB RAM, 500 Hard Disk, 18.5" Monitors.

**Digital                                    Library:                                    14                                    Desktops** . The configuration is Intel i5 with 2.4 GHz Processor, 2 GB RAM, 500 Hard Disk,

18.5" Monitors,

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](View Document) |

**4.3.2**

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

**Response:** 3.34

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

Response: 100

| File Description | Document |
|---|---|
| Purchased Bills/Copies highlighting the number of computers purchased | [View Document](#) |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**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:** 40.55

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 |
|---|---|---|---|---|
| 14.19352 | 31.40109 | 49.79469 | 37.56818 | 31.53662 |

| 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 |
|---------|---------|---------|---------|---------|
| 334 | 402 | 455 | 350 | 178 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

**5.1.2**

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

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

**Response:** A. All of the above

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

**5.1.3**

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

**Response:** 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | 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:** A. All of the above

| File Description | 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](#) |
| Provide Links for any other relevant document to support the claim (if any) | [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:** 39.5

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 |
|---------|---------|---------|---------|---------|
| 45      | 75      | 32      | 21      | 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 |
|---------|---------|---------|---------|---------|
| 116     | 147     | 131     | 44      | 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:** 29.43

**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 |
|---------|---------|---------|---------|---------|
| 35      | 42      | 0       | 1       | 0       |

| File Description | 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:** 8

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 |
| --- | --- | --- | --- | --- |
| 3 | 3 | 1 | 0 | 1 |

| File Description | Document |
| --- | --- |
| Upload supporting document | [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:** 9.4

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 |
| --- | --- | --- | --- | --- |
| 14 | 12 | 5 | 8 | 8 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

There is a registered Alumni Association for the alumni members. It was registered with the District Registrar of Societies, Karimnagar under Registration No. 14061240 of 2022, dated September 08, 2022.

The college has alumni association which is a registered body actively functioning for the overall development of the institution. However, so far, the college did not receive any financial help from the alumni but their valuable suggestions are highly appreciable and useful. As stake holders, they participate in the meetings meant for the curricular discussions and infrastructural developments. So far 2 Alumni meetings were conducted during the last five years. The alumni members who are working in a Government and Non-Government sectors have been helping the college and the students for the last few years in various manners. The other alumni who attend the various workshops and seminars share their experiences to motivate our students. Alumni members have been encouraging the students to excel in various activities such as better Higher education institutions, preparing for competitive exams and community support activities etc. The college invites alumnae on different occasions to motivate and encourage the students and offer valuable suggestions for their development.

| 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:**

**Response:**

Telangana Tribal Welfare Residential Degree College for Women, Rajanna Sircilla was founded six years ago with a visionary commitment to addressing the educational needs of underprivileged tribal girls lacking access to quality education. Various committees within the institution diligently engage in innovative initiatives, both within the academic curriculum and through extracurricular programs. These committees play a vital role in monitoring, reviewing, and assessing the performance of students.

The institution's overarching goal is to foster the comprehensive development of its students, nurturing them into exemplary citizens. Governance is a pivotal aspect of institutional development, overseen by the leadership of the Principal and the Administrative Officer.

An emphasis on decentralization in governance is evident, serving as an effective instrument for the nation's progress. Administration and academics are both governed through this decentralized process, with active participation from the entire faculty being deemed indispensable. Statutory and non-statutory bodies, such as the Governing Body and the Academic Council, are established to manage policy matters, academic governance, and excellence standards.

The roles and responsibilities of the teaching staff members are clearly defined. The Vice Principal, the most senior faculty member, assumes the responsibilities of the Principal in their absence. The Administrative Officer oversees financial matters, property management, and accounts with the assistance of non-teaching staff. The Staff Council, as the primary body, strategizes for development and oversees the functioning of the college.

The Institutional Quality Assurance Cell (IQAC), established following UGC guidelines, includes

representatives from teaching and non-teaching staff, alumni, and society. IQAC collaborates with the Staff Council and the Academic Cell to prepare academic action plans aligned with the institution's vision and mission, ensuring quality and excellence.

The Exam Branch manages examination-related matters, with Academic Coordinators, appointed by the Principal, ensuring the smooth conduct of academics and examinations in coordination with the Controller of Examinations. Department Heads handle academic affairs within their departments in collaboration with other faculty members.

Several committees, such as Anti-ragging, Research, Examination, Career Guidance, House keeping, and Suggestion Box Committee, are formed by the Principal, including students as members. These committees are responsible for conducting, monitoring, reviewing, and reporting on their respective activities. Students actively contribute to the management as Class Representatives, Club and Committee Members, ensuring a participative approach to policy-making in alignment with the institution's mission through regular meetings and assessments.

The organizational structure of the institution consists of the Principal, Teaching and Non Teaching Staff , Academic and Administrative units.

Principal: Principal is a leader of the college having all the executive powers to manage the institution,with Approval from Society Head Office.

There are 19 various committees in the college which are constituted for smooth and effective functioning of the college. Viz.,

1. **Academic Committee**
2. **Mess Committee**
3. **Examination Committee**
4. **Purchase Committee**
5. **Health and Hygiene Committee**
6. **Discipline Committee**
7. **Hospitality Committee**
8. **Library Committee**
9. **Suggestion Committee**
10. **Cultural Committee**
11. **Games and Sports Committee**
12. **Cosmetics Committee**
13. **Cloth Committee**

14. **Furniture Committee**
15. **Amenities Committee**
16. **Career And Guidance Cell**
17. **House keeping Committee**
18. **Anti Ragging Committee**
19. **SC/ST Grievance Cell**

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

The college is fully aware of its vision, mission, and social responsibility to the community it serves. It creates a perspective and strategic plan and deployment document, guided by the quality indicators outlined in the seven criteria of the SSR, while keeping the college's vision and mission in mind.

The vision of the institution is to:
* To empower young individuals with a blend of knowledge, skills, and values.
* To prepare students for success in the competitive job market by incorporating advanced technology and science while preserving cultural heritage.
* To concentrate on shaping the youth for the challenges of the 21st century, emphasizing not only technological proficiency but also instilling a mindset of sustainability for the benefit of future generations.
* To foster the connection between science and curiosity through hands-on teaching methods.
* To instill values such as humanity, ethics, helpfulness, patriotism, and a commitment to social well-being in young hearts for a brighter future.

The mission of the college is to:
1. Imparting relevant skills alongside subject education.
2. Providing practical experiences to enhance understanding of subjects.
3. Cultivating life skills, soft skills, and communication skills through diverse programs.
4. Offering a variety of subject choices through the Choice-Based Credit System (CBCS) pattern.
5. Striving for continual improvement and competing annually for positions in esteemed postgraduate institutions.
6. Nurturing students in a residential environment, focusing on intellectual, physical, and mental well-

being. This involves providing quality food, excellent facilities for physical health, and offering counseling, yoga, and meditation for mental well-being.

The overall development of the college depends upon the funds provided by the TTWREIS Society, Tribal department, Telangana Government.

The policies, service rules, procedures for the recruitments, promotions, and transfers are framed by the TTWREIS, Tribal Department, Government of Telangana, and all these are implemented as per the norms and guidelines of the State Government.

| 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](#) |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | [View Document](#) |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | [View Document](#) |

## 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:**

**Response:**

The staff members, who serve as essential stakeholders in the college, play a crucial role in the institution's seamless operation. The effective functioning of the college is directly influenced by the welfare and well-being of its staff.

Several welfare schemes have been instituted to address the needs of the college employees. The following outlines some of these schemes designed to support them:

1. Employees have the option to avail different types of leaves, including casual leaves, special casual leaves, half-pay leaves, earned leaves, and extraordinary leaves.
2. Additionally, five optional holidays are made available.
3. Female staff members are granted five special casual leaves annually, and maternity leave is extended to six months for women.
4. Furthermore, women employees can also benefit from a childcare leave provision, allowing for a duration of 90 days.
5. Organizing Health checkup camps for the teaching and non-teaching faculty members.

The advancement of faculty members in their academic pursuits is crucial for fostering the academic development of students.

Specific opportunities are offered to faculty members for participating in training programs and engaging in research activities.

They include:

1. Supporting faculty development programs (FDPs) for acquiring advanced qualifications.

2. Encouraging research engagement and fostering a supportive environment for faculty attendance at on-duty seminars, workshops, and short-term courses.

3. Reimbursing faculty registration fees for one online course completed by the faculty.

4. Allocating seed funding for faculty-led study and research projects.

5. Facilitating research initiatives through the Central Research Laboratory (CRL).

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 6.3.2

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

**Response:** 0

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

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

| File Description | Document |
|---|---|
| Policy document on providing financial support to teachers | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | [View Document](#) |

## 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:** 76.88

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 |
|---------|---------|---------|---------|---------|
| 46      | 38      | 38      | 10      | 1       |

**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 |
|---------|---------|---------|---------|---------|
| 11      | 11      | 11      | 11      | 11      |

| 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](#) |

## 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:**

**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 college places great emphasis on meticulous management of its financial affairs, employing a comprehensive mechanism for handling funds. All college requirements are formally submitted to the TTWREIS Head office, and upon approval, the sanctioned works are overseen by the Principal and Administrative Officer of the college.

Prior to initiating any expenditure for sanctioned projects, detailed discussions and resolutions take place, and the execution is carried out through the principal. The Purchase Committee approves these resolutions, and budget allocations are made to the principal upon approval of the note file. Principal then submit vouchers for audit, and subsequent settlement of the allocated amount is ensured.

Ledger books, Cash Books, utilization certificates, staff salary statements, and deductions such as GPF are maintained at office.

In order to maintain financial transparency and discipline, the college undergoes a rigorous audit process for all its activities. This audit serves as a reflective tool for the institution, identifying any inadvertent shortcomings or misappropriations. Addressing these issues is crucial for the smooth flow of funds and mandatory grants. Audits not only bring about regular congruity and harmony but also instill financial discipline, acting as a deterrent against future occurrences of financial irregularities.

As a mandatory practice, the institution initiates an internal audit, led by the principal and the Vice Principal, for all works undertaken during a financial year. This internal audit serves as a proactive measure to rectify any identified shortcomings or misappropriations before the external audit is conducted. This approach ensures that the institution is well-prepared and presents itself for external audit with minimal complications.

Consequently, the college's income and expenditure undergo an annual audit conducted by the TTWREIS Head office, reinforcing the commitment to financial accountability and compliance.

The audits that take place almost every financial year will be as under:

External Audit constituted by the TTWREIS Head office,Telangana State importantly takes stock of the financial matters first and all others later.

Accountant General Audit, which looks into all the aspects of the institution including that of attendance and performance of students, academic and financial matters in deep detail and calls for explanations provided that any shortcomings and misappropriations are found in the process.

 The institution's financial needs are addressed through a systematic procedure. A committee at the     college level identifies and estimates the requirements, and these estimates are then presented to the TTWREIS Head office for approval and sanction. Upon receiving the sanctioned funds from the mentioned authority,

the designated agencies, as outlined in the estimates and resolutions by the committee, fulfill the specified works.

The funds are also received from various organizations under CSR (Corporate Social Responsibility), the funds allocated and received through the aforementioned channels are prudently and efficiently utilized for diverse projects and objectives, ensuring the college operates seamlessly with minimal financial constraints or burdens.

The audits for these funds, along with the standard income and expenditure of the college, occur in multiple stages. Internal, external, and audits conducted by AG, and Head office collectively contribute to a comprehensive examination of the financial processes and utilization of resources.

## 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:**

**Response:**

The Internal Quality Assurance Cell (IQAC) within the college serves as a driving force for the improvement of quality**.**

Over the past years, the IQAC has played a crucial role in institutionalizing quality assurance through various strategies and ongoing processes.

**1. Academic Calendar and Annual Action Plan:**

At the start of each academic year, the IQAC Coordinator collaborates with the Academic Coordinator to formulate the Annual Academic Calendar, aligning it with the Academic Calendar issued by the TTWREIS and the Almanac issued by the affiliating University.

**2. Comprehensive Feedback Mechanism:**

Annual feedback is collected from diverse stakeholders, including students, parents, alumni, and faculty. Analysis of this feedback informs actions taken to address any identified issues in teaching, learning, evaluation, and other relevant areas.

**3. Internal Academic Audit:**

The IQAC, in conjunction with the Academic Coordinator, conducts an annual Internal Academic Audit to ensure the smooth and effective implementation of curricular, co-curricular, and extra-curricular activities.

**4. Faculty Forums (FF):**

Introducing Faculty Forums at the college level, the IQAC provides a platform for teachers to discuss and share insights on the latest developments in various subjects. Numerous faculty forums have been conducted to facilitate knowledge exchange among the teaching staff.

**5. Organizing Orientation Programs:**

Annually, the IQAC conducts Orientation Programs for first-year students, aiming to familiarize them with academic facilities, learning resources, experienced teaching staff, and the college's vision and mission.

**6. Evaluation of POs, PSOs, COs:**

The IQAC encourages staff members to inform students about Program Outcomes, Program Specific Outcomes, and Course Outcomes, ensuring a clear understanding of the program and course objectives.

**7. Teaching Innovations:**

Organizing brainstorming sessions with Heads of Departments and faculty, the IQAC explores innovative teaching–learning methods, emphasizing the use of ICT methods. Teachers actively incorporate ICT-enabled teaching methods for enhanced and innovative learning experiences.

**8. Best Practices:**

Encouraging faculty members to sustain effective past practices and introduce new ones each year, the IQAC aims to continually improve the teaching-learning process.

**9. Preparation of Reports:**

Playing a pivotal role, the IQAC contributes to the preparation and timely submission of Annual Quality Assurance Report (AQAR).

**10. Mentor-Mentee System:**

The mentor-mentee system, facilitated by the IQAC, has proven effective in assessing mentees' potential and providing suitable suggestions for their holistic development.

**11. Certificate Courses:**

The IQAC furnished faculty members with an extensive roster of certificate courses, urging them to impart these courses to students.

**12) Quality Audits:**

Submitted Annual Quality Assurance Report(AQAR) to NAAC, provided AISHE data, and achieved ISO certifications. ISO 9001:2015 acknowledges the maintenance of quality standards in educational services, ISO 14001:2015 recognizes adherence to environmental standards, and ISO 50001:2011 signifies compliance with energy standards.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.5.2**

**Quality assurance initiatives of the institution include:**

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

**Response:** C. Any 2 of the above

| File Description | Document |
|---|---|
| Quality audit reports/certificate as applicable and valid for the assessment period. | [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:**

**Response:**

This institution was established with the sole aim of providing equal opportunities to the underprivileged tribal girl students, and is dedicated to promoting gender equity and awareness, and a range of measures have been established and put into practice to achieve this goal.

**Facility Enhancements:**

1. Security personnel are positioned at the main gate, and visitors with valid identification cards are only allowed in the campus.
2. A network of 28 surveillance cameras is strategically placed across the college campus, with monitoring overseen by the principal.
3. A compound wall has been erected to enhance safety measures.
4. Student conduct is supervised by the discipline committee, which provides guidance to steer behaviour in the right direction.
5. Faculty, during the mentoring process, offer advice to students on academic performance, health, and personal matters.
6. Complaints can be lodged by dropping the chit with grievance written into the suggestion box, which is opened every Saturday by committee members in presence of student council members.
7. Two nappy-vending machines with two incinerators for dispensing nappy pads are installed in the corridors leading to the washrooms for the convenience of the students.
8. The panacea offers accommodation of three two-tier beds and first-aid.

**Curriculum Integration:**

1. A common paper titled "Gender Sensitization" has been introduced for second-semester students.
2. To promote physical health, warm up and sports are made part of the morning and evening ground timings.
3. To promote mental strength, certificate course, "Yoga," has been introduced.

**Gender-Related Activities:**

1. Government agency personnel, including those from the medical and health department, she

teams, and the police department, provide counselling to students on health, hygiene, life skills, eve-teasing, cyber security, cybercrime, and various forms of harassment.

2. Awareness programs by "She Teams" and the utilization of the Hawkeye app are conducted on campus to encourage students to use these services when needed.

3. Health and hygiene club-organized programs address women's health issues, personal and menstrual hygiene, anaemia, skin diseases, nutrition, adolescent health, feticide.

4. On occasion of National Girl Child Day activities were conducted and awareness rally was taken out with posters themed "Beti Bachao Beti Padhao."

5. Commerce Club along with Career Guidance Cell runs various entrepreneurial initiatives like sanitary pads making to inspire students to carve their own path in the world.

6. NCC cadets participate in camps to instil resilience in facing challenges.

7. NSS volunteers attend youth festivals and camps, fostering socialization with attendees from different states and cultures.

8. Training programs for employability skills include courses in beautician skills, tailoring, sanitary pads making.

9. Top of FormWorkshops by DICCI and MD Roja Industries were organized to motivate the students to persue their dream of becoming successful entrepreneurs.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All 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:** B. Any 3 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:**

**Response:**

The college endeavors to create an inclusive atmosphere by fostering acceptance, tolerance, and unity among various cultures, regions, languages, communities, socio-economic backgrounds, and diverse cross-cultural aspects.

**Initiatives aimed to foster inclusive environment:**

1. Reservation policy as per the seat matrix provided by the head office in admissions to various courses is followed unfailingly.

1. Each year, specific regional festivities of Telangana like Bathukamma, Bonalu, and Telangana Formation Day are joyously observed in the college

.

1. - Quiz competitions were held to raise awareness about the Ek Bharat Shrestha Bharat program's theme.
2. - The college joyfully commemorates national festivals such as Independence Day and Republic Day.
3. - Various national and international days, including National Youth Day, National Unity Day, International Yoga Day, Ambedkar Jayanthi, Hindi Divas, Telugu Bhasha Dinotsavam, and International Mother Language Day, are celebrated to promote harmony among students.
4. - Annual events like Freshers Day and Farewell Days are celebrated enthusiastically, fostering unity among students.
5. - Literary contests encompassing essay writing and elocution, involving languages like Urdu, Telugu, Hindi, and English, were conducted.
6. - Special activities were organized during the "Ajadi ka Amrith mahotsav," which commemorated 75 years of independence.
7. - Regional festivals such as Sankranthi, Ugadi, Ganesh Chavithi, and Bathukamma were joyously observed.
8. - Food festivals were arranged to encourage understanding and appreciation of diverse cultures.
9. - Uniforms are mandatory for all students to prevent social and financial disparities.
10. - The college's NSS and NCC units play a role in nurturing volunteerism, concern for fellow students, and fostering tolerance and cooperation among students.
11. - Committees like the Anti-ragging committee and Disciplinary Committee were established to support students in upholding unity and tolerance.
12. The college consistently takes a leading role in instilling values, ethics, and a sense of responsibility among diverse stakeholders.
13. It enthusiastically celebrates national festivals such as Independence Day and Republic Day by organizing numerous cultural activities filled with patriotic zeal.
14. Both the NSS and NCC students actively arrange cultural programs, intending to impart moral messages to the student body and the wider community.
15. Days of national and international importance such as Constitutional Day, National Voters' Day, Red Cross Day, and events related to Consumers' Rights are observed within the college premises.
16. The activities under the Systematic Voters' Education and Electoral Participation (SVEEP) are also celebrated to raise awareness among all students.
17. The National Cadet Corps (NCC) cadets and guides from the college adopt villages to conduct various social awareness programs and campaigns.
18. These initiatives aim not only to educate villagers about eliminating practices like child labor, child marriages, and illegal trafficking but also to encourage parents to enroll their children in schools and pursue higher education, emphasizing the advantages of education.
19. Furthermore, NCC students actively participate in National Integration Camps and organize

voter enrollment camps, along with clean and green initiatives in villages, working in conjunction with local elected representatives.

20. Additionally, these NCC cadets and guides regularly perform security duties during festivals, fairs, and local events when required or as the situation demands.

| File Description | 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**

**1. Title of the Practice**

3 Es for a Brighter Future of the tribal girl students: Education, Entrepreneurship, and Employment.

**2. Objectives of the Practice**

- Enable more girls to pursue postgraduate and professional courses through advanced educational opportunities.
- Enhance academic performance with additional coaching for better PG entrance and competitive exam results.
- Equip students with essential communication, critical thinking, problem-solving, and technical skills for the job market.
- Establish partnerships with industries and organizations to offer internships and job placements to students, bridging the gap between education and employment

- Cultivate an entrepreneurial spirit among students by encouraging creativity, innovation, and risk-taking.
- Offer training programs on business management, financial literacy, marketing, and other essential aspects of starting and running a business.

## 3.The Context

TTWRDC(W), Rajanna Siricilla was established to empower tribal girls through education, which can transform their social and economic conditions. To promote independence, the concept of EEE (Education, Employment, and Entrepreneurship) was introduced, equipping students with skills for employment, starting businesses, or pursuing higher education. The goal is not just degree completion but enabling girls to achieve greater heights.

## 4. The Practice

1. TTWRDC(W), Rajanna Siricilla initiated PG and EEE coaching in 2018-19 to empower female students with essential skills and extra coaching, enabling them to compete with corporate-level colleges at no additional cost.

2. The Students who were interested in higher education were given coaching in their interested subject from 3pmto 4pm everday , and the students who were interested in employment attended  the EEE classes which as per timetable were from 4pm to 5pm.

3. The Syllabus for PG coaching and EEE was designed to meet the requirements of different entrance exams and competitive exams.

4. 100 hrs EEE  coaching classes were designed which covered  the topics like English Grammar, Reading Comprehension, Arithmetic ability, Mental maths, Computer knowledge,etc.,

5. To horn the Entrepreneur skills among the interested students ,regular workshops and seminars by experts were conducted in the institution.

6. To foster student entrepreneurship, the institution established the Institution Innovation Council (IIC), encouraging innovative ideas. This led to projects like A. Navya's Solar Induction Stove, a College

Book website by final-year MPCS students, and B. Trisha's KARNA app.

**5.Evidence of Success**

As a result of the motivation and guidance received from various sources :

1. More than 400 students have moved on to higher education in the past 5 academic years.

2. More than 50 students are employed in different fields .

3. Students startup ideas like COLLEGE BOOK and KARNA app got selected for Startup Mahakumbh exhibition.

| S.No | Name of the Student | Batch | PG Course admitted in | Institution in which admitted |
|------|---------------------|-------|------------------------|-------------------------------|
| 1 | CH.Sushmitha | 2017-20 | MBA | HCU |
| 2 | A.Kalyani | 2018-21 | M.Sc Organic Chemistry | NIT,Jalandhar |
| 3 | L.Vijetha | 2018-21 | M.Sc Computer Science | Central University of Tamilnadu |
| 4 | L.Jyothi | 2018-21 | M.Sc Physics | HCU |
| 5 | H.Pratyusha | 2018-21 | M.A History | Central University of Tamilnadu |
| 6 | B.Varsha | 2019-22 | MBA | HCU |
| 7 | M.Swarna | 2019-22 | M.A Development | Azim Premji University |
| 8 | B.Sandhya | 2019-22 | M.A Development | Azim Premji University |
| 9 | L.Soujanya | 2019-22 | M.A Natural Resources and Governance | TISS,Hyderabad |
| 10 | B.Sandhya | 2019-22 | M.A Natural Resources and Governance | TISS,Hyderabad |
| 11 | A.Kalyani | 2020-23 | M.Sc Organic Chemistry | IIT, Palakkad |

**6.Problems Encountered and Resources Required**

Ø  Lack of funds for the projects, Seminars, Extension activities and startups.

Ø Less availability of resource persons on research methodology and research tools.

Ø Dropout of students from college in the middle of academic year due to early marriages.

**Best Practice -2**

1. **Title of the Practice**

**MANASA- physical,mental and social well being of the girl students**

1. **Objectives of the Practice**

- Focus on the overall personal development of students, including emotional, social, and ethical growth.

- Offer life skills education to help students manage personal and professional challenges effectively.

- Support the physical and mental health of students through wellness programs, counseling, and health services.

**3.The Context**

Over the past five years, TTWRDC(W), Rajanna Siricilla has focused on holistic development for its female students. Recognizing the transformative power of yoga, meditation, workshops, and counseling, they launched initiatives including yoga courses, medical camps, and motivational sessions. These efforts aim to instill self-care, self-love, and self-confidence in young women.

**4. The Practice**

1. TTWRDC(W), Rajanna Siricilla believes in holistic development of the students. Apart from academics the Physical, Mental and Social wellbeing of the students has been the top priority of our institution.

2. In the academic years 2018-19 and 2019-20,Art teacher was part of the allotted faculty. All the students had an opportunity to learn beautician course, Maggam work and Tailoring also.

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3. Certified course on yoga is being offered fron past two academic years, as part of MOU activity with District Yoga Federation.

4. Physical Exercise has been part of the daily routine .

5. SHE team, a division of police department for Women safety has beem conducting regular sessions for the students to create awareness among the students about crimes on Women in the society.

6. Medical checkups, Vaccinations, Blood grouping and Gynaecologist visits have been regularly conducted to keep the students medically fit.

7. Sessions conducted by the bank personnels gave the girl students knowledge about financial literacy.

8. District Police Department conducted sessions on Road safety and Cyber security. These sessions helped the students understand the importance of being cyber secured.

9. Regular sessions on motivation are being conducted by the achievers like Malavath Poorna, Gampa Nageshwar Rao and many more to inculcate self confidence in the girl students.

10. The System of House parent is being followed in the institution, according to which each faculty is given the responsibility of a group of students. The Physical and mental well being of the student is the top priority of the house parent.

11. Panacea Centre in the institution has been taking care of the physical well being of the girl students 24*7.

**5. Evidence of Success**

As a result of the care, guidance and motivation provided in the institution our students are able to achieve great heights in education and career and are being able to have a successful personal and social life.

### 6. Problems Encountered and Resources required

- As the institution is situated far away from metro city or main city, more resource persons are not showing interest to travel the distance

- Lack of funds to give honorarium to the resource persons.

| 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:**

Title: Empowering Tribal Communities through Philanthropy

Introduction:

In the heartlands of Telangana, lies the Tribal Welfare Residential Degree College in Rajanna Sircilla, a beacon of hope for indigenous communities striving for educational empowerment. In the pursuit of uplifting these marginalized groups, philanthropy has emerged as a pivotal force, particularly in enhancing infrastructure. This essay explores the profound impact of philanthropic endeavors on infrastructure development within the confines of this educational institution, shedding light on the transformative journey undertaken to foster holistic growth and development.

Understanding Philanthropy in Infrastructure:

Philanthropy transcends mere monetary donations; it embodies a spirit of compassion, empathy, and commitment towards societal betterment. In the context of infrastructure development at Telangana Tribal Welfare Residential Degree College, philanthropy manifests in various forms, ranging from financial contributions to material support and expertise sharing. Such acts of benevolence serve as catalysts for fostering a conducive learning environment and bridging the gap between aspirations and opportunities for tribal students.

Building Foundations: The Role of Philanthropy in Infrastructure Enhancement

Philanthropy serves as the cornerstone of infrastructure enhancement initiatives at the college, facilitating the construction of state-of-the-art facilities conducive to holistic learning. Through generous donations from individuals, organizations, and governmental bodies, the college has witnessed a remarkable transformation, encompassing the construction of modern classrooms, libraries, laboratories, and recreational spaces. These infrastructural developments not only elevate the aesthetic appeal of the campus but also provide students with access to resources vital for academic excellence and personal growth.

The college has received many generous donations from the below mentioned organizations as part of their CSR Activities:

* KFINTECH , Hyderabad

* Bank Of India, Karimnagar

* Punjab National Bank, Zonal Office Hyderabad

**The list of Infrastructure items donated by KFINTECH:**

* 70 Laptops

* 30 Open Racks

* 10 Glass Door Almariahs

* 1 Colour Printer

* 2 Sanitary Napkins Dispenser

*2 Sanitary Napkins Destroyer (Incinerators)

*7 Water Dispensers

* 5 AC's

* 10 Geysers

* 1 55 Inch Commercial TV

* 24 CC Cameras

* 33 Fire Extinguishers

* Constructing Cubicles in 3 Computer Labs

* Name plates for all labs, classrooms and college

**The Items Sponsored by Bank of India, Karimnagar:**

* Magazine Stand for College Library

* Book Rack for College Library

**The items Sponsored by Punjab National Bank:**

* 1 Movable Projector

* 1 Canon Printer

* 1 Book Shelf

* 3 Almarahs

Fostering Innovation and Excellence through field trips:

Beyond bricks and mortar, philanthropy fuels innovation and excellence within the academic sphere. Endowments and grants enable the integration of field trips for the students to give the students, the

required industry exposure. In this regard, philanthropy serves as a catalyst for nurturing talent, fostering leadership, and instilling a culture of excellence within the college community.

The College Philanthropy partner KFINTECH not only sponsored Infrastructure items but also sponsored field trips for the betterment of the students.

The Field Visit to THUB, Hyderabad was sponsored by the KFINTECH, Hyderabad.

Conclusion:

In conclusion, philanthropy emerges as a transformative force in infrastructure development at Telangana Tribal Welfare Residential Degree College, Rajanna Sircilla, catalyzing holistic growth, fostering innovation, promoting inclusivity, and driving sustainable development. Through generous donations and collaborative partnerships, philanthropy empowers tribal students to transcend socio-economic barriers, realize their academic aspirations, and contribute meaningfully to society. As we look towards the future, let us reaffirm our commitment to philanthropy as a potent tool for building a brighter, more equitable tomorrow for tribal communities across Telangana and beyond.

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | [View Document](View Document) |

# 5. CONCLUSION

## Additional Information :

Telangana Tribal Welfare Residential Degree College for Women, RajannaSiricilla is working under the Umbrella of Telangana Tribal Welfare Residential Educational Institutions Society (TTWREIS) which in turn works under the aegis of the Tribal Welfare Department.

There have been many initiatives started by TTWREIS which are no where practiced. Some of such initiatives are mentioned below:

- **Impact** –TTWRDC(W),RajannaSiricilla organises the Impact Programme thrice a year on a grand scale to create awareness about the art of parenting, the importance of education, the due importance of regularity to the school, storming career opportunities, for education of dogmas like early child (girl) marriages, etc., among the tribal parents (population).
- **QUEST Programme** has been introduced in which either the head of the institution or the selected lecturers will visit the native village of their student/s to establish an interaction with the parents of the students.
- **PANACEA Health Services 24x7** - Round-the-clock monitoring the health of all students from a Centralised Command Centre in Hyderabad to address, direct and route the queries related to the health of the students of the Society.
- **VILLAGE LEARNING CENTERS(VLCs)** –During the COVID pandemic, life came to a still. All the academic institutions along with other government departments were closed. With the aim to keep the knowledge flowing,TTWREIS instructed the educational institutions to start VLCs in every Tanda, village or city. The main aim of this initiative was to make sure that the academics of the students is not affected due to the Pandemic and also they wanted their students to be the source of change and inspiration.

## Concluding Remarks :

Telangana Tribal Welfare Residential Degree College for Women, RajannaSiricilla, stands as a testament to the power of education in transforming lives. Our journey, reflects our unwavering commitment to empowering tribal women through quality education and holistic development.

Over the years, our college has blossomed into a nurturing environment where tribal women can pursue their academic dreams and personal growth. This progress is a result of the collective efforts of our dedicated faculty, supportive administration, and enthusiastic students. Our curriculum, which blends traditional wisdom with modern education, is tailored to meet the diverse needs of our students. We emphasize research, critical thinking, and practical application to ensure our students are well-equipped for the challenges of the future.

Our infrastructure is a cornerstone of our success. With well-equipped laboratories, a comprehensive library, and modern classrooms, we provide our students with the resources they need to excel. We have also embraced

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technology, integrating various ICT tools to make learning more interactive and accessible.

Beyond academics, we place great importance on co-curricular and extracurricular activities. These programs not only uncover and nurture talents but also instill leadership and teamwork. Our students have shone brightly in various competitions, bringing laurels to the college and showcasing their talents on larger platforms.

Community engagement is another area where we take pride. Our students actively participate in outreach programs, addressing social issues and working towards the betterment of local communities. These experiences foster a deep sense of social responsibility and civic duty, preparing our students to be conscientious citizens.

Our journey would not have been possible without the unwavering support of the Telangana Tribal Welfare Residential Educational Institutions Society (TTWREIS). Their guidance and resources have been instrumental in helping us implement innovative educational practices and enhance the overall functioning of the college.

In conclusion, Telangana Tribal Welfare Residential Degree College for Women, RajannaSircilla, is dedicated to providing quality education and empowering tribal women. Our commitment to academic excellence, personal growth, and social responsibility continues to drive us forward. We believe that the insights gained from this Self Study Report will guide us in our ongoing quest for excellence, ensuring that we remain a beacon of hope and opportunity for tribal women in Telangana.

We look forward to building on our achievements and continuing our mission to uplift and educate the women who will shape the future of our communities and beyond.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 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)**<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :26<br>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. |
| 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*<br><br>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<br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 91 | 81 | 85 | 84 | 32 |<br><br>Answer After DVV Verification :<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 11 | 0 | 60 | 56 | 32 |<br><br>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. |
| 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*<br><br>2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**<br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 91 | 77 | 144 | 146 | 132 |<br><br>Answer After DVV Verification :<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 91 | 77 | 144 | 146 | 105 |<br><br>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 |
|---------|---------|---------|---------|---------|
| 144 | 140 | 245 | 245 | 195 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 144 | 140 | 245 | 245 | 195 |

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

| 2.4.1 | **Percentage of full-time teachers against sanctioned posts during the last five years** |
|-------|---|

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 28 | 26 | 28 | 29 | 19 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26 | 24 | 26 | 27 | 17 |

Remark : DVV has rechecked and made changes.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 14 | 10 | 9 | 2 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 0 | 9 | 2 |

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

| 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 |
|---------|---------|---------|---------|---------|
| 114 | 146 | 119 | 44 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 116 | 147 | 131 | 44 | 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 |
|---------|---------|---------|---------|---------|
| 116 | 149 | 119 | 44 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 116 | 147 | 131 | 44 | 0 |

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

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**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)*

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)**

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

---

**3.2.2**

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

3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on**

**Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 6 | 5 | 2 | 0 |

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 3 | 7 | 0 | 1 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 2 | 0 | 0 | 1 |

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

| | |
|---|---|
| | 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.*<br><br>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**<br>Answer before DVV Verification:<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>54</td><td>28</td><td>43</td><td>47</td><td>23</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>3</td><td>4</td><td>3</td><td>3</td><td>0</td></tr></table><br>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. |
| 5.1.3 | **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**<br><br>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**<br>Answer before DVV Verification:<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>62</td><td>81</td><td>83</td><td>37</td><td>0</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table><br>Remark : DVV found that the data provided was not as per prescribed format. Please provide assessment year wise data like 2018-19,2019-2020 etc. DVV has downgraded the values. |
| 5.2.1 | **Percentage of placement of outgoing students and students progressing to higher education during the last five years**<br><br>5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**<br>Answer before DVV Verification: |

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 90 | 115 | 83 | 21 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 45 | 75 | 32 | 21 | 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 |
|---------|---------|---------|---------|---------|
| 116 | 149 | 119 | 44 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 116 | 147 | 131 | 44 | 0 |

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

| 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 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 35 | 42 | 0 | 1 | 0 |

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

| 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 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 1 | 0 | 0 |

Answer After DVV Verification :

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

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

| 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 |
|---------|---------|---------|---------|---------|
| 14 | 12 | 9 | 16 | 12 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 12 | 5 | 8 | 8 |

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

| | Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. |
|---|---|
| 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*<br><br>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**<br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 47 | 33 | 58 | 19 | 0 |<br><br>Answer After DVV Verification :<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 46 | 38 | 38 | 10 | 1 |<br><br>6.3.3.2. **Number of non-teaching staff year wise during the last five years**<br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 13 | 11 | 10 | 11 | 11 |<br><br>Answer After DVV Verification :<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 11 | 11 | 11 | 11 | 11 |<br><br>Remark : DVV has rechecked and considered the value as per IIQA. |
| 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**<br><br>1. **Green audit / Environment audit**<br>2. **Energy audit**<br>3. **Clean and green campus initiatives**<br>4. **Beyond the campus environmental promotion activities**<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: B. Any 3 of the above<br>Remark : DVV has rechecked and made necessary changes. |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|

| 1.1 | **Number of teaching staff / full time teachers during the last five years (Without repeat count):** |
|---|---|
| | Answer before DVV Verification :  60 |
| | Answer after DVV Verification : 39 |

| 1.2 | **Number of teaching staff / full time teachers year wise during the last five years** |
|---|---|

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 28 | 26 | 28 | 29 | 19 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 19 | 27 | 24 | 32 | 16 |