



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**GOVERNMENT DEGREE COLLEGE FOR WOMEN,  
BEGUMPET**

GOVERNMENT DEGREE COLLEGE FOR WOMEN, BEGUMPET MAYURMARG,  
HYDERABAD.

500016

<http://gdcts.cgg.gov.in/secunderabad.edu>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Government Degree College for Women, Begumpet**, located in the heart of the city of Hyderabad, Telangana was **established** as a multi-faculty college in **1971**. Now it is an autonomous college, affiliated to Osmania University.

The Institution, functions under the guidance of the Commissionerate of Collegiate Education Govt. Of Telangana, which provides the required financial, academic and administrative assistance. The Institution follows the guidelines of UGC and adopted the UGC prescribed **CBCS** method (Choice Based Credit System) from **2014-15**, providing more academic flexibility to the students. The college is ISO 9001:2015 certified, and accredited by NAAC in **2016 (3rd Cycle)**. The Institution has benefitted with funding from RUSA and UGC from the central Govt. and also many schemes under state government.

Keeping in mind the changing needs of society the college introduced vocational courses, restructured courses, need based certificate courses from time to time. In 2018-19 the college introduced bucket system- flexibility in choosing their own combination of subjects within the faculty of choice. This bucket system and introduction of courses like Data Science, Business administration, Applied Nutrition and Public Health of has resulted in a massive increase in the student intake and programs offered. The college offered twelve undergraduate and four post-graduate programs at the time of grant of autonomy in the academic year 2012-13. The Institution presently offers **56 UG and 5 PG courses** in the disciplines of Arts, Sciences and Commerce. The 2.37 acres totally Wi-Fi enabled green campus consists of three blocks to accommodate about **3850 (3676 UG and 170 PG)** girl students and 87 teaching and 40 non-teaching faculty.

The college is one of the few chosen to start the pilot project of National Service Scheme(NSS) in 1977 and the National Cadet Corps(NCC) in 2001. The college has the distinction of being the first Government Women's College to introduce UGC sponsored vocational courses in 1998 and the Jawahar Knowledge Centre(JKC) now known as TSKC (Telangana Skill & Knowledge Center), a unique program of the Government of Andhra Pradesh (combined state) that enhances the employability of the students while forging links with Industry.

### Vision

Vision of the College is ; ***“Empowerment of Women through Knowledge.”***

The Institution is guided by the following Core Values

- Integrity
- Inclusiveness
- Transparency
- Critical Thinking
- Team Work
- Sustainability
- Responsibility – towards self, community and nation
- Institutional Social Responsibility.

## **Mission**

- To develop in the college a community of individuals with intellectual curiosity and an enthusiasm for lifetime learning using knowledge creatively for social betterment.
- To foster in the young women strength of character, with moral principles and integrated personality
- To instill in students, a sense of national pride and an appreciation for Indian tradition and culture.
- To sensitize students to the current socio-economic, political and cultural issues and to denounce all forms of oppression, related to class, caste and gender
- To sensitize students to environmental issues thus motivating them to promote ecological justice and sustainable development.

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

### **Institutional Strength**

- Eloquent Vision, Mission & Core Values statements with motto to guide curriculum.
- College imparts tertiary education to women comprising a large number of courses in the streams of Science, Arts and Commerce.
- Dedicated Well qualified and experienced faculty with 44 Ph.Ds. NET/SET/SLET qualified faculty, MANA TV Presenters and Resource Persons
- Holistic and all round development of students is ensured through a well-planned and well executed system aiming at achieving excellence in academics and the curricular and co-curricular activities are integrated and allocated suitable credits.
- New pedagogical strategies for transaction and evaluation of curriculum.
- Faculty Exchange Program
- NCC units, Sports, Red Ribbon and 4 NSS units, Rotaract club
- Mentor- mentee System
- Grievance Redressal, Anti-ragging, Women Empowerment, Career Counseling.
- Sports Facilities with spacious ground, well laid courts with 7-station Gym and qualified physical director.
- Completely Wi-Fi enabled, three lines with 100 Mbps broadband lines & one 200Mbps line .
- online based admissions through DOST, E-governance in administration and Examinations Regular academic and administrative audit by external agencies.
- Online feedback mechanism from Stakeholders
- Green practices sustained by Green Audit.

- TSKC, training and placement cell is committed to enhancing the employability skills and progression to higher education of the students.

### **Institutional Weakness**

- Sudden increase in strength of students created shortage of class-rooms to accommodate increasing strength.
- Need to create adequate rest-rooms.
- Lack of state of art auditorium.
- Institution, with more than 3500 students , is more teaching- centric rather than research- centric, made to strengthen research facilities.

### **Institutional Opportunity**

- MEIL (Mega Engineering Infrastructure Limited) industry has come forward to construct additional restrooms under CSR funding.

The College is planning for the construction of a new academic/administration block with a provision for state of art auditorium, Library, additional class rooms, laboratories etc.

The college is being actively considered for Cluster College by the Telangana State council for Higher Education on pilot basis along with five other Autonomous colleges in Hyderabad which creates a world of opportunities for growth and expansion in academics, research and development.

Growing Autonomy in Academic, Administrative and Financial matters allows a free hand to develop need based policies, procedures and organization structure.

### **Institutional Challenge**

- The students of the college come with diverse backgrounds and so their needs are diverse
- Adjusting to the continuously changing, multi- dimensional environment in the field of higher education is a challenge.
- College being basically dominated by teaching -learning and evaluation, giving Research a relatively better priority and creating opportunity for consultancy service or creating Incubation is a challenge.
- Reducing the Dropout rate of students getting attracted to small jobs before graduating.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Curriculum emphasizes providing life skills combined with ethics. New programmes were introduced from time to time both to reflect the stakeholder's feedback and to make the students employable or become

entrepreneurs.

The Program Outcomes are designed to attain the graduate attributes cited in the Vision and Mission of the college. The outcomes are evaluated semester wise to remedy and update them appropriately.

The curriculum is made flexible based on the feedback from industry experts and stake holders to suit the professional and personal needs of graduates. Curriculum development ensures a perfect match between the POs, PSOs and COs to equip students with knowledge and skills required to meet the emerging local, national and global trends.

CBCS was adopted in 2014 to enhance **academic flexibility** to choose among variety of courses. Care is taken to ensure horizontal mobility across the courses and vertical movement within the course.

The curriculum of the College aims at the holistic development of students. The Curriculum is

geared to provide a range of value-added courses offering divergent competencies on cross-cutting issues related to environment, sustainability, values and skill sets. It is made mandatory for all students to take up atleast one value-added course.

The curriculum is reviewed and customized semester-wise based on emerging trends, feedback from stakeholders and relevance to social, economic and environmental needs. The feedback is collected online, analyzed and utilized to enhance the learning effectiveness. Feedback is used to update the syllabi and evaluate the attainment of POs/PSOs and COs so as to modify them accordingly.

Out of the 69 programs offered during the last five years all the programs have been revised and 248 new courses were added in the curriculum. Almost all of the courses taught during the last 5 years, focus on Employability or Entrepreneurship or Skill development. In regard to CBCS / Elective course system, 56 programs were introduced. 29 value-added courses imparting transferable and life skills were added during the last five years with student enrollment of about 7000. 2808 students have done their projects and there were 77 internship programs in the current academic year.

### **Teaching-learning and Evaluation**

Institution organises induction programme for freshers to familiarize students about the academic structure, annual curriculum, and learning resources, curricular, co-curricular and extra-curricular activities that are available for students in the college. The institution's comprehensive evaluation system helps the teachers to identify slow or advanced learners after their entry into the college and strategies are adopted to cater to all

types of learners.

College is Wifi-enabled campus along with LAN connecting every classroom. During the pandemic the teaching was done entirely on online mode with faculty developing e-content and shared with the students. All the faculty members have their own YouTube channels to post their video lessons for student convenience. College also encourages students and faculty to access E-portals like SWAYAM, E-PATHSHALA, MOOCS for extra credits.

The average enrollment was 82.25 percent with 5,531 students joining during the last five years. Ratio of student to mentor was 44:1. During the academic year 2021-21 full time teachers with PhD were 45, average teaching experience of faculty is 117.84 months. Results were declared on an average 40 days. Average percentage of grievances about evaluation was at 2.09%.

As a part of the curriculum a varied range of student-centric methods such as Participative learning, Experiential learning, Problem solving methodologies, and Research oriented learning are adopted to encourage student participation and involvement.

Exam branch uses fully automated technology for pre-examination and post-examination process. During the pandemic period 2020-21, external examinations for the Semester-end and re-valuation were conducted Online. The faculty assesses the students in the form of Continuous Internal Assessment (CIA) during the semester. Evaluation Outcomes are also used as development inducing feedback on PSOs and COs. The weightage pattern of SEE and CIA is changed from 75:25 to 60:40 from the academic year 2019-20 to include extensive testing methods. The graduate attributes of the College clearly articulate the learning outcomes. The consistent pass percentage of above 90 percent shows the successful attainment of the graduate attributes and learning outcomes.

The periodic feedback collected from various stakeholders of college serves as an effective feedback on teaching learning, intellectual stimulation and comfort feelings.

### **Research, Innovations and Extension**

The College has evolved a Research Policy to promote research culture among the faculty and students. The Research Committee also encourages all the departments to focus on effective utilization of Faculty Development Programs, Major and Minor Research Projects, Participation in International, National, State level academic conferences/workshops/symposia/seminars.

The research policy also encourage students to take research projects. every year, the students participate in State /college level study project competition conducted by CCE, Govt of Telangana called “**JIGNASA PROGRAM**”-

During the last five years, 186 Research Publications, 47 books, 46 Seminars/Workshops conducted by the college on Research Methodology, Intellectual Property Rights, Entrepreneurship & Skill Development, A total of Rs.45,34,000/- were received from Government and Non-government Agencies to carry out research work. Two faculty are recognized as Research Supervisors under them 1 student was awarded PhD and 11 students are still pursuing. The college strives to create an environment conducive to research by granting study leave for Ph.D, post doctoral research and duty leave for presenting papers and attending conferences.

There were 186 extension and outreach programs attended by 11,172 students during last five years

The college has collaborated with TASK (Telangana Skills And Knowledge Center) to train nearly 500 students in various skill enhancement courses. College has collaboration with MSME through which students undergo short duration skill development courses. The college also encourages students who aspire to be women entrepreneurs through the entrepreneurship development cell of the college. The E.D. Cell has registered with P.M Yuva and are also making efforts to collaborate with WEHUB (Women Entrepreneurs Hub). The college has also entered MOU'S with NGO's like THARUNI, ANVESHNI, ROSHNI to bring about Social Connect.

### **Infrastructure and Learning Resources**

The institution regularly enhances the infrastructure, in order to provide better learning experience to the students. The institution offers sufficient facilities and learning resources to develop the intellectual and physical well-being of students and staff. The institution is located in a 2.37 acres green campus consisting of three blocks.

The college features an to organise activities such as cultural, yoga, meditation, self defence etc. The AC which can seat 100 students is equipped with sophisticated ICT technology and is used to organise Workshops, Seminars, and Conferences.

There are 3 digital classrooms and all the classrooms are ICT enabled which aid in imparting quality education. The campus is Wi-Fi enabled and is monitored by CCTV cameras installed at strategic locations. The College is equipped with 16 laboratories, Museum, Canteen and a Health Centre. All the laboratories are well established with adequate equipment and provide an excellent working environment.

The Central Library operates with New Gen Lib v 3.2 LMS and along with a separate reading room it has a collection of 25,705 books, 13 journals and 17 magazines. The Library has an access to e- resources such as NLIST, INFLIBNET and OPAC facility for easy book access and GDC W Begumpet e-Library were recently introduced.

The College is committed to creating a balanced environment of academic, cultural and sports activities and provides the students with a variety of opportunities to showcase and foster their talents. Sports facility includes adequate Indoor and outdoor games, a Gymnasium with 7 stations and the necessary infrastructure to host both indoor and outdoor events.

The campus is connected with 3 broadband connections providing a band width of 100 Mbps and 1 with 200 Mbps. Library, Biometric attendance devices and virtual classrooms are connected with 100 Mbps leased line connectivity. Customized ERP software developed in-house for student and faculty detail is used in administration.

The college has an IT policy that addresses relevant ethical aspects of internet usage on campus.

Effective measures are undertaken to ensure proper maintenance and optimum usage of the available infrastructure as well as the Learning resources in the institution.

### **Student Support and Progression**

The Government Degree College for Women, Begumpet is committed to Social inclusion and empowerment, through student centric welfare measures and financial incentives. It includes Government scholarships to support and encourage students from economically backward communities. In the past five years about 53.7% of the students benefitted from these schemes.

In addition, NGOs such as WIPRO CARES, SURESH AVAYAM group, Vasudha Foundation, Tri Services etc., provide scholarships to the meritorious students to gain quality education.

The institution has an active grievance redressal system that helps students in seeking redressal for their complaints, either academic or infrastructural.

A strong Mentor-Mentee system keenly monitors the students constantly and provides both academic and emotional counselling, as and when required, to the mentees.

The TSKC (Career Guidance and Placement Cell) facilitates the students professional growth, employment and empowerment by organizing career oriented training programmes, Skill enhancing Certificate courses, Internships and Job drives by involving the personnel from reputed Companies like Microsoft, Genpact, Karvy, ILM, Schneider Electric etc

The students are motivated to pursue Higher education and Research after their graduation by offering special coaching classes to prepare them for competitive examinations. Every year, a majority of our students gain admission in PG courses in various Universities.

The institution involves the students' representation and engagement in various academic, administrative, and Co-curricular activities through a Student Council elected annually by the active participation of all the students.

The institution also organizes various extracurricular, cultural and sports activities to promote the creative, aesthetic and artistic skills for their holistic development.

Our College students have participated and won several prizes in Co-curricular and Extracurricular Competitions at the College, University, State and National levels.

The students are encouraged to join NCC, NSS, Red Ribbon Club, Eco Club etc., and participate in extension and Community services to sensitize them towards the marginalized sections of the Society and the Environment.

The institution also has a strong Alumni Association which periodically conducts meetings with them to update them about the facilities available and encourages and involves them in the development of the institution.



## **Governance, Leadership and Management**

Our College has a transparent, inclusive and accountable governance system. The institution has evolved its own policies and practices for effective functioning. The effective leadership and participative decision-making reflect the Vision, Mission and Core Values of the institution. The College has a well-structured and decentralized administrative system. The institutional Committees assist the administration in strategic planning and implementation of policies in achieving its vision. They coordinate the academic and administrative planning as part of organizational culture.

The Academic and Administrative wings are assisted by the Boards of Studies, the Academic Council, the Finance Committee and the Governing Body supported by Staff Council. Permanent Faculty are recruited by the Govt. as per the UGC guidelines from time to time based on the vacancies. The faculty performance in the college is assessed annually through internal and external academic audit by the Commissionerate of Collegiate Education.

Faculty is encouraged to attend Orientation, Refresher, Short term Courses to enhance their professional competency and knowledge. Faculty is also encouraged to take active part in research activities and attend and organize Conferences, Workshops, Seminars etc and thereby inculcate research culture in the students. Feedback is obtained from all the stakeholders like students, teachers, parents and Alumni which is analyzed and appropriate actions are taken to enhance the Teaching Learning process.

College conducts internal and external financial audit on a regular basis. The UGC, RUSA and Financial Committees oversee the various financial aspects of the College.

The IQAC coordinates all the quality related activities by developing an organized method of documentation and internal communication, enhancing and integrating various activities in the college. The IQAC initiates the Academic and administrative audit which promotes Quality, Accountability and Transparency. IQAC also collects feedback on all the aspects of the college and after its analysis; it gives the required suggestions for enhancing the quality of academic and infrastructural facilities.

## **Institutional Values and Best Practices**

The building of Government Degree College for Women, Begumpet is designed in such a way that it has well lit class rooms, staff rooms, laboratories and administrative block. The college promotes environmental consciousness by inculcating the habit of water, energy conservation amongst the faculty, administrative staff and the students. It conducts Green Audit every year and gets certified by the Green Audit Team of the Department.

A number of steps have been taken to make the campus eco-friendly. It is a no-plastic zone. There is an emphasis on usage of paper bags and cloth bags instead of single use bags. The college has adopted the practice of promoting environment protection through eco-club and Haritha Haram programs.

High speed Internet Wi-fi facility, sophisticated software, NewGenLib and OPAC facilities are available for the use of students and staff. The complaint box, student counselling, student feedback and sustained efforts to develop skills in Women are some of the key features of the innovative measures taken by the college.

The staff council ensures that every facility is provided to differently able students. The Women Empowerment Cell ensures that inclusive practices for SC/ST/OBC students have been adopted and all efforts are made to empower the young women by building their confidence and developing leadership skills in them to be active participants in the society and in the nation building process.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE FOR WOMEN, BEGUMPET
Address	Government Degree College for Women, Begumpet Mayurmarg, Hyderabad.
City	Hyderabad
State	Telangana
Pin	500016
Website	<a href="http://gdcts.cgg.gov.in/secunderabad.edu">http://gdcts.cgg.gov.in/secunderabad.edu</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K. Padmavathi	040-27766536	9441071419	040-29300024	gdcwbpthyd@gmail.com
IQAC / CIQA coordinator	T Annie Sheron	091-8328515851	8328515851	040-	iqac@gdcwbegumpet.ac.in

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 minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	21-08-1971

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC		01-01-1970		
<b>University to which the college is affiliated</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Telangana	Osmania University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	31-03-2006	<a href="#">View Document</a>		
12B of UGC	01-07-2019	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Government Degree College for Women, Begumpet Mayurmarg, Hyderabad.	Urban	2.37	7979

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	1	0
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	4	4
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	10	10
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	15	15
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	23	23
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	7	7
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	4	4
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	2	1
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or	English	50	50

			Equivalent			
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	5	5
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	5	4
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	22	22
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	2	1
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	2	1
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	2	1
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	5	3
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	2	0
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	10	9
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	2	2

UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	4	3
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	2	0
UG	BA,U G Arts	36	Intermediate or Ten Plus Two or Equivalent	English	1	0
UG	BCom,U G Commerce	36	Intermediate or Ten Plus Two or Equivalent	English	29	26
UG	BCom,U G Commerce	36	Intermediate or Ten Plus Two or Equivalent	English	390	390
UG	BCom,U G Commerce	36	Intermediate or Ten Plus Two or Equivalent	English	1	0
UG	BBA,B B A	36	Intermediate or Ten Plus Two or Equivalent	English	60	50
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	30	26
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	5	5
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant	English	40	39

			stream			
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	20	20
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	16	16
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	2	2
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	0	0
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	30	30
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	100	91
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	125	122
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	15	15
UG	BSc,U G	36	Intermediate	English	0	0



	Sciences		or Ten Plus Two in relevant stream			
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	70	69
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	5	4
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	70	69
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	4	3
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	2	2
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	25	22
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English,Hind i	40	37
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant	English	2	2

			stream			
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	1	1
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	10	7
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	0	0
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	1	1
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	5	5
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	5	4
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	10	8
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	2	1
UG	BSc,U G	36	Intermediate	English	25	23

	Sciences		or Ten Plus Two in relevant stream			
UG	BSc,U G Sciences	36	Intermediate or Ten Plus Two in relevant stream	English	0	0
PG	MA,P G Sciences	24	Any Bachelor Degree	English	60	21
PG	MSc,P G Sciences	24	Bachelor Degree with relevant subject	English	60	50
PG	MSc,P G Sciences	24	Bachelor Degree with relevant subject	English	60	38
PG	MA,P G Sciences	24	Any Bachelor Degree	English	60	24
PG	MCom,P G Commerce	24	B Com Degree	English	60	37

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				82			
Recruited	0	1	0	1	1	3	0	4	14	68	0	82
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				31
Recruited	17	14	0	31
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				1
Recruited	1	0	0	1
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	3	0	7	31	0	43
M.Phil.	0	0	0	0	0	0	2	4	0	6
PG	0	0	0	0	0	0	3	13	0	16

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	19	0	20

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	5		3		8

**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	3646	30	0	0	3676
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	170	0	0	0	170
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	161	165	266	231
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	52	56	57	86
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	410	457	852	730
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	70	128	170	200
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	11	4	0	0
	Others	0	0	0	0
Total		704	810	1345	1247

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
B B A	<a href="#">View Document</a>
P G Commerce	<a href="#">View Document</a>
P G Sciences	<a href="#">View Document</a>
U G Arts	<a href="#">View Document</a>
U G Commerce	<a href="#">View Document</a>
U G Sciences	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Government Degree college for women, Begumpet is a multi disciplinary institution it offers 56 programs in five different faculty, namely Physical Sciences, Life Sciences, Social Sciences, commerce and management. Also students take a compulsory four credit course GE-Generic Elective, from any other discipline other than those under the Programme of study, which is giving scope for interdisciplinary study to the students.
2. Academic bank of credits (ABC):	The Institution has an MoU with IIT Mumbai for spoken tutorials where the students take courses in skill enhancement like JAVA, Communicative English etc. Now the institution proposes to talk to IIT Mumbai and see whether these courses can be converted into credit earning courses by fulfilling the credit hours and other conditions as approved by the academic council of the college. These credits may then be added to the academic bank of credits created by the college for our students.
3. Skill development:	The mission of the college is to make the students progress in their career when they leave the college. To this end, it offers many certificate courses and skill enhancement courses. In the immediate future the college proposes to introduce more courses in collaboration with NICMSME, TASK ( Telangana Skill and Knowledge center),and with We- Hub for entrepreneurial training.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Govt. Degree college for women, Begumpet is already committed to the introduction of traditional Indian knowledge systems to the students. All students are taught Yoga by the physical education



	<p>department. Vedic Maths is taught in the Mathematics department. Students have also learnt Karrasamu, a traditional martial art form of Telangana as a form of self-defense. It is proposed to start a medicinal garden where students of Botany can learn about medicinal values of native plants and the Nutritive value of traditional foods. A workshop /project on old rare manuscripts is proposed by our History department in collaboration with Archives department.</p>
5. Focus on Outcome based education (OBE):	<p>All the programs offered by Govt. degree college for women, Begumpet have well defined program outcomes, program specific outcomes and course outcomes. The college endeavors to ensure that all graduating students possess certain qualities, that are the attributes of designed Program outcomes (POs), Program specific outcomes (PSOs) and Course outcomes (COs).</p>
6. Distance education/online education:	<p>The regional Center of BR Ambedkar Open University is housed in the College itself and it offers distance education. The college has adopted a hybrid model of teaching-learning ,since the pandemic started in 2020 with online classes being offered whenever the students are unable to attend. Many faculty have undergone training in developing e-content and they also propose to create course content for online education</p>

## Extended Profile

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### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
69	32	19	24	24
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

##### Number of departments offering academic programmes

Response: 24

### 2 Students

#### 2.1

##### Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3846	2982	2606	1968	1877
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

##### Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1144	539	659	638	495
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.3****Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3609	2805	2453	1881	1650
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.4****Number of revaluation applications year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
75	62	33	39	45

**3 Teachers****3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
486	350	396	472	314
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.2****Number of full time teachers year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
87	83	72	51	59
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.3**

**Number of sanctioned posts year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
88	88	88	59	59
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
11880	10951	17357	7144	7061
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
930	660	747	554	549
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 46****4.4****Total number of computers in the campus for academic purpose****Response: 258**

## 4.5

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
44.30110	76.99139	57.88092	383.45389	93.38795

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## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

**Curriculum relevance:**

The holistic development of the students is the primary objective of the college. The curriculum developed by the Institution is designed to address the needs of the society for trained and skilled human resources at the regional and national levels. Program outcomes (PO) in general and Programme specific outcomes (PSO) in particular for each program offered are meticulously designed and adopted. The curricular, co-curricular, and extracurricular activities of the college ensure that students graduate as confident and aware young women to face the challenges of society.

As part of the curriculum in the Undergraduate courses, **20 Transdisciplinary elective courses** are offered to open new avenues for the students.

The Institution, besides imparting conceptual knowledge in academics also attempts to imbibe in the minds of the students, application of concepts, innovative thinking through its skill enhancement courses. Curriculum also includes cross-cutting issues relevant to Professional Ethics, Gender, Environment - Sustainability, and Human Values for which specific credits are awarded.

The college provides training in soft skills and personality development through the Telangana skills & knowledge center (TSKC) which is a training and placement cell. In addition, the college offers a number of online courses through TSKC to promote and support entrepreneurial skills.

The college has 39 MoUs/ linkages with Industry & academic institutions to make curricula more employability & entrepreneurship oriented.

The college has linkages with SHE TEAMS, TASK, and NGOs like NAANDI foundation, Asmita Resource center, Taruni, Roshini counseling center to sensitize women students about their rights, roles, and responsibilities in society.

There are 24 Departments in the college and each department has a Board of Studies with Industry / subject experts who contribute to the enrichment of curriculum. The course outcomes are designed in line with the programme specific outcomes. The institution autonomy provides for Academic Flexibility to introduce new courses for overall development and upgradation to the current job market needs.

The choice-based credit system adopted in the institute has given scope to students to learn cross-domain subjects and take up interdisciplinary course work for the development of all-round personality. Apart from Programme Specific domain courses, subjects having social relevance that helps in achieving objectives

like awareness of societal needs and problems and in line with the initiatives of the Government of India, are incorporated in the program.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

**Response:** 100

#### 1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 69

#### 1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 69

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

**Response:** 100

#### 1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
486	350	396	472	314

File Description	Document
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p><b>Response:</b> 12.93</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 248</p>	
<p>1.2.1.2 <b>Number of courses offered by the institution across all programmes during the last five years.</b></p> <p>Response: 1918</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
<p><b>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b></p> <p><b>Response:</b> 85.51</p>	
<p>1.2.2.1 <b>Number of Programmes in which CBCS / Elective course system implemented.</b></p> <p>Response: 59</p>	



File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

#### Response:

The curriculum of the college includes Environmental Studies, Gender Sensitisation, Human Values, and Professional Ethics for the students of all the programs. These aspects may contribute to productive reflection within national education systems, as well as regional and international contexts, on the role of curriculum in promoting meaningful improvements

**Environmental Studies:** As part of the curriculum every first-year student studies course on “Environmental Studies” which is a compulsory 2 credit course for the first semester, The Eco-club in the college conducts extension lectures, and various activities to bring awareness about conservation of water, energy, Solar-alternative source of energy, ecosystem, Biodiversity & Natural Resources and Environmental Pollution, and sustainability and Global Issues & Legislation

**Human Values and Professional Ethics (HVPE):** To enable the students to imbibe and internalize the Values and Ethical Behaviour in their personal and professional lives, a course on HV&PE is offered. A code of conduct for both students and staff has been drafted and is strictly adhered to by all.

The students will understand the importance of Values and Ethics in their personal lives and professional careers in the case study method & relate to their personal experience.

**Gender Sensitization:** There is a great need to sensitize students on gender issues so that there would be no discrimination on the basis of gender. Hence a two-credit course “ Towards the world of Equals” is offered to first-year students . For the students who joined in 2019, there is a dedicated unit each, in V and VI semesters in General English on Gender Sensitization.

**Business Ethics:** A course on Business ethics is Introduced for the students of B.B.A from the academic year 2019-20 and students learn business ethics or professional ethics that examine ethical principles and moral or ethical problems that arise in a business environment.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 25

#### 1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	9	3	2	4

File Description	Document
List of value added courses (Data Template)	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 56.07

#### 1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2271	1413	894	1042	1627

File Description	Document
List of students enrolled	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

<b>1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</b>	
<b>Response:</b> 73.01	
<b>1.3.4.1 Number of students undertaking field projects / internships / student projects</b>	
Response: 2808	
File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 1.4 Feedback System

<b>1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni</b>	
<b>Response:</b> A. All 4 of the above	
File Description	Document
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

<b>1.4.2 The feedback system of the Institution comprises of the following :</b>
<b>Response:</b> A. Feedback collected, analysed and action taken and report made available on website

<b>File Description</b>	<b>Document</b>
URL for stakeholder feedback report	<a href="#">View Document</a>

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 82.25

##### 2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1425	1247	1345	810	704

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

2020-21	2019-20	2018-19	2017-18	2016-17
1620	1320	1485	1100	1090

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 136.51

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1216	1047	1175	678	623

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

#### Response:

The admission policy of the Government of Telangana i.e. Degree Online Services of Telangana (DOST) has paved the way for the entry of diversified students in terms of the Urban-Rural divide, (52% of students belong to Urban) and Regional language and different learning levels from across Telangana into Government degree College for Women, Begumpet since 2016.

Identifying the need for such diverse learning levels and tailoring knowledge delivery to the extent desired is merely a challenge. However, the institution makes

every effort to foster an inclusive environment with the goal of assessing learning levels and implementing a multifrontal educational strategy.

The academic policy of the college not only guides the advanced learners but also lays a path for the slow as well as average learners to make them competent in every aspect of life.

The institution organizes an induction program for freshers at both college and department levels to sensitize about the academic structure (CBCS mode), annual curriculum, learning resources, curricular, co-curricular, and extra-curricular activities in the college. The Mentor-Mentee system in the college is a platform for the first-year students to discuss their difficulties in academic adjustment in the college and share any specific requirements in terms of the need for a change of courses, bridge courses, etc.

The institution's continuous comprehensive evaluation system helps the teachers to identify slow and advanced learners immediately after their entry into the college.

To cater to the needs of a diversified set of students, departments adopt various teaching methods to make the learning atmosphere more comfortable and convenient.

#### Strategies adopted for slow learners:

To help the Slow learners improve their academic performance, remedial measures like

\* Personal counseling for understanding learning difficulties

- \* Regular Parent-Teachers meetings to involve parents also in the learning process
- \* Peer tutoring by forming small study groups.
- \* Bilingual (Telugu & English) explanations to provide a comfortable environment for students to get their doubts clarified.
- \* Providing notes prior to the lecture.
- \* Providing course material and video lessons for further reference.
- \* Remedial teaching
- \* To build confidence levels in students, they are especially encouraged to participate in co and extracurricular activities

**Strategies adopted for advanced learners:**

The different methods followed by the institution for advanced learners are:-

- \* facility to earn extra credits by doing certificate programs.
- \* Flipped class to create interest in teaching
- \* Student as a teacher programs – students are trained to participate in delivering live presentations through TSAT Nipuna.
- \* Internships to gain professional experience in the chosen field.
- \* Guiding and encouraging to participate in various study projects held at college and state level like JIGNASA.
- \* Given the opportunity to interact with higher officials and public leaders etc.
- \* Awards/gold medals/ cash prizes/ Scholarship for meritorious students
- \* Various skill-based courses and communication development training for campus recruitment through TASK
- \* Departments give coaching for cracking entrance exams like JAM, CUCET, PG CET, etc.

File Description	Document
Any additional information	<a href="#">View Document</a>

**2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)**

**Response:** 44.21

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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

**Response:**

**Response:**

With the introduction of CBCS in higher education, the institution has significantly adopted student-centric methods of teaching-learning, thus striving for the holistic development of students and assisting them in building a more just and equitable future.

The institution emphasizes using rigorous assessments like Continuous, Comprehensive assessment to gauge students' performance by including both teachers and students in the assessment process. As part of the curriculum, a varied range of student-centric methods are adopted to encourage student participation and involvement which are categorized as Participative learning, Experiential learning, Problem-solving methodologies, case studies, and Research-oriented learning.

#### **Participative Learning:**

**1. Assignments:** Assignments are given at the end of every unit, which help the students reinforce concepts that are learned in the classroom and improve writing skills, the due dates of submission and grading motivate them to adhere to the timing thus helping them in time management.

**2. Student seminars:** Build self-confidence, promote critical thinking, and make learning more interesting

**3. Teamwork:** To encourage active learning, to build essential communication and social skills, such as active listening and effective speaking, students are assigned group projects.

**4. Role Plays:** To improve self-expression through communication, students are encouraged to take part in Role Plays by language departments and through activities under TSKC .

**5. Participation in various competitions:** students are also encouraged to participate in essay writing, elocution, debates, extempore speaking for one minute, poster presentation, model preparation, Creative Rangoli with chemical equations, Microbial formations, depicting various social issues.

**6. Participation in various clubs** like Literary club, Consumer club, Ecoclub, Cultural club where they are given an opportunity to come out with their latent talents and hobbies.



## 6. Wall Magazine in every Department

**Experiential Learning:**

\* **Field Trips/industrial visits:** students are given an opportunity to visualize, experience, and discuss the knowledge gained by participating in Field trips. This learning helps the students to understand and appreciate subjects for a lifetime.

\* Internships

\* Preparation of models

\* Events like food festivals with a theme

\* **Community-related activities:** students are encouraged to join NSS/ NCC/Red Ribbon club /Rotaract club. Their participation in various service-oriented activities sensitizes them to understand the real-life situation of the community in which they are living and, also helps them to develop leadership skills, and helps them evolve as complete human beings.

\* **Problem-solving methodologies:**

\* Case studies

\* Brainstorming sessions

**Research Methodology:** The curriculum is designed in such a way that all students are involved in group projects. The students also participate in state-level JIGNASA projects leading to deeper engagement of students in critical thinking and problem-solving abilities.

File Description	Document
Any additional information	<a href="#">View Document</a>

**2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.****Response:****Response :**

The institution offers a blend of both traditional and modern tools for effective teaching and learning process and ICT enabled teaching forms an integral part of the teaching-learning process.

The college is equipped with a good infrastructure and adequate learning resources. The college is a Wifi-

enabled campus along with LAN connections in all the seminar halls and classrooms.

All the teachers use ICT resources of the campus effectively, and usage of ICT in the institution includes student enrolment, administration, academics, examinations, and financial services.

At the beginning of every academic year, IQAC conducts a workshop on the utilization of e-resources.

Faculty use ICT-enabled tools to enhance the quality of teaching and learning viz.

- LCD projectors to screen documentaries, PPTs, and other audio-visual material
- Google LMS to post learning material, quizzes, assignments, evaluation, etc.
- PPTs and OERs to make the teaching more effective.
- Usage of Virtual labs
- Software available online is integrated with teachers' explanations and students are encouraged to learn through interactive activities.
- Different platforms are used to conduct quizzes and MCQs, record feedback, and other academic-related information.
- Video conferencing facilities like Google Meet, Zoom, Cisco-Webex, Microsoft teams G-suit, Jamboards, etc. for online teaching, learning, and conducting meetings.
- All the faculty have their own Youtube channels to post their video lessons as additional inputs for students to use.
- College has a TSAT Nipuna cell. Live educational programs are broadcast via T-SAT NIPUNA to expand the understanding of students. Teachers like Dr. Annie Sheron, Dr. Madhuri, Mrs. Rohini, Dr. Usha deliver live lectures to students across the state via TSAT NIPUNA.
- Students and faculty are encouraged to access e-portals like SWAYAM, E-PATHSHALA, MOOCS, NPTEL etc to do online courses (to gain extra credits)
- The college has an innovative practice of reaching students across the state through the Lecture Capturing facility. Students of Journalism & Mass Communication, Geography, Psychology from across the state, join the class online in the virtual classroom
- Students received Spoken Tutorial Training in collaboration with IIT Mumbai.
- Through N-List subscription, the library offers remote access to e-books, e-journals, and databases.
- The college has an innovative approach – e-Adhyayan Kosh, a Digital Repository – for storing, distributing, and sharing digital learning resources that are accessible not only to our students but also to others.

- Dr. Vigneswar, Dr. Nancy, and Dr. Annie Sheron were trained in the development of e-content. Dr. Vigneswar and Sri Bal Reddy have created e-content for EMRC Osmania University.
- During the pandemic, all instruction was done totally online, with teachers conducting classes, creating e-content and sharing it with students, as well as CBT for evaluation.
- To keep up with the latest developments in ICT, all departments organize extension lectures by inviting experts.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 44:1

#### 2.3.3.1 Number of mentors

Response: 87

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

**Response:**

**Response :**

Almanac:

The College prepares its institutional almanac (semester-wise) well in advance keeping in view, 90 teaching days in a semester. Almanac includes a schedule for the first and last day of instruction, internal

assessment and external exams, deadlines for project submission if any, and short vacations. The approved almanac will be communicated to faculty and students and posted on the college website. Its implementation is reviewed by IQAC on a regular basis.

#### Academic Calendar:

The Academic Calendar is a collaborative endeavor involving various committee coordinators, IQAC, Academic Coordinator, COE, and the Principal. It includes activities such as celebration of important days; Science, Commerce and Arts festival, Mentor-mentee / Parent-Teacher meetings, workshops, field visits, Haritha haram, College annual day, etc, This calendar helps the students, faculty, staff, and other stakeholders in scheduling the activities according to the key dates throughout the semester and is strictly implemented in the college and the individual departments plan their activities accordingly.

#### Teaching Plan:

Each faculty member contributes to adhere to the academic calendar by preparing teaching plans for the allotted subjects which include a brief synopsis of the topic, pedagogy, participatory activities, and other requirements for effective teaching in a well-designed format. The number of hours in the teaching plan is framed depending on the credits of the course and made available to the students. Teaching Diaries, which are digital, are also maintained by each faculty and are reviewed in Departmental meetings. All these documents are regularly monitored by the incharges of the department, academic coordinator, and the Principal and are presented before the team for inspection during Internal academic audit. The digital teaching diary of individual teachers ensures constant monitoring by the principal and also helps in saving paper. This manifests strict adherence to the academic calendar and teaching plans.

**Annual Curricular Plan:** As the institution is autonomous, the Board of Studies of every department designs the course modules, mode of evaluation, and question paper models of each semester as well as for Skill enhancement, General elective, and Certificate courses. Based on the approved curriculum –day wise, week wise, topic wise annual teaching plan for all courses, with suitable teaching methods for effective teaching-learning evaluation are prepared by the faculty in their subject concerned. BoS copies of all departments and curriculum plans are forwarded to IQAC. Meetings are conducted in regular intervals to review the possibility of implementation of the plan and to take necessary measures and changes according to the situation such as extra classes or rescheduled plan if needed.

**Time table:** Structured timetable is also another step to ensure proper execution of the curricular plan. The Master timetable is prepared well in advance of the commencement of instruction for the semester by the core timetable committee. Every department prepares its semester timetable in consonance with the college master timetable. The finalized timetable is circulated among students and all concerned departments. Changes may be made according to the curriculum plan.

<b>File Description</b>	<b>Document</b>
Upload Academic Calendar and Teaching plans for five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

<b>2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years</b>	
<b>Response:</b> 92.29	
<b>File Description</b>	<b>Document</b>
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

<b>2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</b>											
<b>Response:</b> 32.3											
<b>2.4.2.1 Number of full time teachers with <i>Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.</i> year wise during the last five years</b>											
<table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>31</td> <td>21</td> <td>12</td> <td>13</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	43	31	21	12	13	
2020-21	2019-20	2018-19	2017-18	2016-17							
43	31	21	12	13							
<b>File Description</b>	<b>Document</b>										
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>										
Any additional information	<a href="#">View Document</a>										
Link for Additional Information	<a href="#">View Document</a>										

<b>2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b>
<b>Response:</b> 83.36
<b>2.4.3.1 Total experience of full-time teachers</b>
Response: 7252

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 40.4

#### 2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
19	48	45	45	45

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 2.09

#### 2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
75	62	33	39	45

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution**

#### **Response:**

#### **Response :**

The following measures were introduced by the college which has brought considerable improvement in EMS.

Introduction of a system of continuous comprehensive evaluation of students.

- Evaluation was made an integral part of the teaching-learning process.
- To assess the performance of students over a well-distributed interval of time within the semester.
- Continuous evaluation provides more opportunities to the teacher regarding progress of the students and his/her own performance and applies mid-course correction.
- To reinforce this interplay between teacher, student, and the subject, a healthy practice of returning the internal answer book to the student has been introduced so that they can get necessary feedback on their performance from the teacher.
- Two centralized tests (internal) per semester are made mandatory and an average of two tests is taken as the test component marks.
- Assignments, MCQ's, Seminars and Attendance etc are part of internal evaluation.

#### **Reforms on examination Procedures and Processes**

\* in 2014-15 Choice Based Credit System (CBCS) was introduced

\* Syllabus is framed with 20% of flexibility in each subject

\* A student can earn extra credits by enrolling in NSS/NCC/Sports/Martial Arts,

Value Added Courses - Indian Heritage & Culture, Computer Skills, Human Values & Professional Ethics, Environmental Science, Science & Civilization, Skill Oriented Courses and Projects.

2016-17

In the year 2016, college introduced

Mandatory Tran-disciplinary courses (16) with 2 Credits were introduced

skilled based courses with two credit were introduced :

2018-19

In the year 2018, every disciple subject had introduced

- Skill Enhancement Courses (Subject specific) with 2 credits,
- Generic Elective with 2 credits,
- Subject related Projects
- AECC – Basic Computer Skills.

2019-20

Credit allocation was 171 credits from 2016 to 2019, but in order to simplify credit allocation and make it uniform across all faculties, a 150 credit system was implemented in 2019.

### **Positive impact of IT integration**

\* Initially, the Exam Branch of the College performed activities such as coding, decoding, and so on manually; however, results were processed using the software.

\* Since 2016, the Exam Branch has completely automated its services in order to keep up with changing technology and a threefold increase in student strength.

The exam branch has an agreement with ARK Technologies for the use of secured CMS (College Management System) technology for the pre-examination and post-examination processes. As a result, grievances from the students have been reduced.

\* EduQfix technology is used for payment of examination fees and other fees.

\* HireMee services were used during the pandemic 2019-20 for conducting online semester-end External examinations and re-valuation.



The exam branch's online services include

- \* Generation of Roll Numbers to the students.
- \* Fees Collection (Examination fee and College fee) which is fully automatized and through Qedufix.
- \* Generation of Examination form (including for backlogs, if any).
- \* Generation of Hall tickets.
- \* Generation of D-forms and Attendance Sheets.
- \* Generation of Codes and Decodes.
- \* Feeding of Internal and External marks in CMS (College Management System).
- \* Moderation Analysis.
- \* Generation of Tabulation Register (TR).
- \* Generation of Consolidated Marks Memos and Provisional Certificates.
- \* Result Analysis - Course-wise, Group-wise, and Subject-wise.
- \* Declaration of results - the results data is processed and approved by COE, Osmania University.
- \* The Result is uploaded in the College Website and also on the Manabadi website.
- \* Examination Branch collects online feedback from students on a regular basis via Google Forms
- \* Any grievances on exam-related issues are collected via e-mail.

Continuous internal assessment system since 2019-20

Throughout the semester, the faculty assesses students through Continuous Internal Assessment (CIA). Students' learning in knowledge, skills, aptitude, imagination, and other such aspects related to each course is assessed using a range of methods like tests (written, practical and oral), assignments, seminars, and projects. The scores are part of the semester-end evaluation.

The Continuous Internal Assessment (CIA) is carried though-out the semesters by the faculty to evaluate the students in the following manner:

1. Following completion of each unit, an online Multiple Choice Questions (MCQs) test is conducted.
2. After 30 days into the semester one assignment is taken.

3. After 45 days into the semester, Internal Assessment Test- I is conducted.
4. Within 60 days into the semester, Student Seminars are conducted.
5. After 80 days into the semester, Internal Assessment Test- II is conducted.

#### Evaluation Process

Each Semester paper carries 100 marks out of which

Prior to 2019-20

- a. External Examination - 75 marks
- b. Internal Assessment - 25 marks

From the 2019-20 academic year onwards,

- a. Internal Component —40 marks
- b. External Component —60 marks

#### External Examination

- \* Practical Examinations will be held at the end of the semester.
- \* The student is declared passed if she
  - Secure a minimum of 40% marks in External and an overall 40 % in external and internal examinations.
- \* NCC/ NSS students should put in a minimum of 40 hrs of attendance to get credits

#### Unique Features of Internal Evaluation

- a) Introduction of Computer-Based Testing (CBT)
- b) Project Work.

#### Future Initiatives

1. Result declaration to be done within 30 days from the date of completion of the examination.
2. Online Examination and Evaluation.
3. To construct a separate block for the examination branch.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

#### Response:

Response:

The Program outcomes (POs), Program specific outcomes (PSOs) and Course outcomes (COs) accentuate the expected attributes of the graduates in the present competitive and challenging world. They are achieved by the time the students complete the program. The program specific outcomes are designed in conformity with program outcomes. The programs include inter and intra discipline combinations. The discipline combinations attain the desired outcomes by the end of program completion.

POs emphasize on the development of inter-related knowledge, skills, personality traits, competence, attitude, research, ethics and values, enriched with environment and sustainability consciousness that is expected to be acquired by the students at the time of their graduation. Course outcomes (COs) provide the enduring disciplinary knowledge, ability of thorough learning that is expected upon completion of a course.

The concerned departments offering the program, frames the Program outcomes (POs), Program specific outcomes (PSOs) and Course outcomes (COs) after continuous discussion with all the faculty of the department. The Program outcomes (POs), Program specific outcomes (PSOs) and Course outcomes (COs) are communicated through

- Website
- Curriculum
- Departmental Notice Board
- Laboratories

- Library

The students are made aware of the generic attributes during the induction program and discipline attributes by HODs along with the other faculty members in their respective classes. The Teacher creates awareness on POs, PSOs and COs, its prospects and the skill to be acquired to attain the outcomes. Awareness on POs, PSOs and COs is also given, during the induction program for freshers. The POs/PSOs/COs of the programme are made available on the college website. Course outcomes of each course are also included along with the syllabus.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

**Response:**

**Response:**

The students graduating from the institution are expected to possess certain qualities, that are the attributes of designed Program outcomes (POs), Program specific outcomes (PSOs) and Course outcomes (COs). Course outcomes provide a quantitative measurement for evaluating Program outcomes. The Program outcomes are achieved by mapping designed COs to the POs. At the end of each program, the attainment of POs are calculated from the attainment of COs of all courses in a Programme. The attainment of COs in each Course of the Program, is compared with a predefined targets. Measures are taken to reach the targets. The performance of the students in the Internals, semester end exams are used to compute the level of attainment of the POs and PSOs thus, mapping COs to POs and PSOs.

All the courses which contribute to the PO are evaluated using 3 levels of Assessment- DA- Direct assessment (10 marks), IA-Indirect Assessment (15 marks), FA-Final Assessment (75 marks)

The Direct assessment is done by evaluating the Assignments and Seminars. The indirect assessment is done through evaluation of internal exams and final assessment by evaluating the semester end exams. The overall attainment of COs is based on the marks set as target, for final attainment.

The predefined target for direct assessment is more than 6 marks and indirect assessment is more than 8 marks and final assessment is more than 30 marks. The attainment level is considered as 1, if the predefined target level is satisfied.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.6.3 Pass Percentage of students(Data for the latest completed academic year)

**Response:** 91.7

#### 2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1049

#### 2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 1144

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.73

File Description	Document
Upload database of all currently enrolled students	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

RESPONSE :

The college has a research committee under the chairmanship of the Principal to monitor and promote a culture of research. The committee consists of 3 Senior Faculty members who have considerably long research experience, who act as per the well-defined research policy of the college. The research policy also encourages students to take up research based activities. Every year, the students participate in college level study project competition called "JIGNASA". The best projects at college level are presented at district level and state level competitions. The college also provides a small amount of Rs. 20,000/- to each of the best three group project proposals received from the student groups, who carry out the activity under the guidance of the teachers and submit to the Research Committee. The Research Committee also encourages all the departments to focus on effective utilization of Faculty Development Programs, Major and Minor Research Projects, Participation in International, National, State level academic conferences/workshops/symposia/seminars etcetera.

In the last year, the Government of Telangana has given added incentives to autonomous colleges to foster research and publications among the faculty. The salient features of this policy are,

- Seed money of up to Rs.1,00,000/- may be given for small research projects.
- Patent fee paid may be reimbursed to the faculty
- For paper presentation, in both National and International conferences, total registration and 50% of economy airfare will be allowed once in 3 years. Additionally for International conferences an allowance of \$100/- per day, for a maximum of 3 days, will be allowed.
- An amount of Rs.5000/- may be allowed to the faculty for publishing research papers in UGC approved or SCOPUS journals
- For publishing textbooks, reference books, with ISBN registration faculty may be paid upto Rs.30,000/- or actual cost whichever is less, may be paid to the faculty

The impact of Research Policy :

- During the last 5 years

27 lecturers have enrolled in Ph.D program.

17 lecturers have completed Ph.D work.

22 Minor/Major Research Projects sanctioned to the college and all got completed.

186 Research publications and 47 books published by the faculty.

388 faculty have participated in Academic Conferences etc.

college conducted 46 Seminars/Workshops

The group study projects submitted by students 2808

the student projects which received state-level prizes include 03

- Number of eminent professors visited the college during the last 5 years
- 49 MOU's entered by the institution
- Workshops conducted for the students in collaboration with the Dept. of Genetics etc to inculcate Research temperament among students.
- Field Visits to places like FOREST ACADEMY, NIN, ICRISAT, CCMB, IICT, NGRI, Atomic Research Institute etc.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

### 3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

**Response:** 0.8

#### 3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	<a href="#">View Document</a>
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

**Response:** 1.99

#### 3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	2	5

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

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

**Response:** 45.34

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



2020-21	2019-20	2018-19	2017-18	2016-17
4	3.62	6.3	13.99	17.43

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by government and non-government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.2.2 Percentage of teachers having research projects during the last five years

Response: 4.83

#### 3.2.2.1 Number of teachers having research projects during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	1	3	6

File Description	Document
Names of teachers having research projects	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.2.3 Percentage of teachers recognised as research guides

Response: 0

#### 3.2.3.1 Number of teachers recognized as research guides

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>

### 3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

**Response:** 14.48**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	1	2	5

**3.2.4.2 Number of departments offering academic programmes**

2020-21	2019-20	2018-19	2017-18	2016-17
24	22	19	19	19

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

**3.3 Innovation Ecosystem**

**3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**

**Response:****Response: Yes**

**Entrepreneurship Development Cell (EDC)** has been established in our college in the year 2010 to make the students equipped with the skills needed for them to become budding entrepreneurs by giving them necessary inputs needed to motivate them to take up new challenges in their careers.

The main aim of the Entrepreneurship Development Cell (EDC) is to make them think differently, foster new ideas which can be transformed to bring new products and services into the market which is needed for the society. EDC provides needed mentoring, Industrial exposure, arranging seminars and workshops by eminent personalities from the industry which definitely trigger the minds of our student fraternity so that they come up with new ideas which ultimately makes them Job creators instead of Job seekers. This change in the minds of the youth has to be recognized and be given proper guidance so that their

entrepreneurial skills are introduced in the business environment which indirectly promotes the economic growth of a country.

Entrepreneurship Development Cell was primarily constituted with our dedicated actively working faculty team who relentlessly function for the bright future of the students who want to step into the entrepreneurial business world after successfully completing their graduation. EDC always encourages the aspiring students to take up self-employment as a career option by molding their mindset from the first year of their graduation through various programmes and activities like workshops, field trips etc. useful for them.

Vision and mission of EDP cell is to help the aspiring upcoming student entrepreneurs start and grow their businesses by creating a pathway of various opportunities like interactive sessions with professionals, business competitions to increase the awareness. This will indirectly help foster entrepreneurial thinking, promoting new ventures, developing their own start-ups, identifying brightest ideas or business knowledge, instilling confidence in every student giving them one platform which in turn helps to convert it into reality.

EDC arranges Boot camp in Entrepreneurship, inter-collegiate Entrepreneurship competitions, awareness about entrepreneurship development programs, Workshops with Telangana Skills and Knowledge Centre (TSKC) and other departments. The faculty is also encouraged to participate in training programs like Pradhan Mantri Yuva Yojana organized by National Entrepreneurship Resource and Co-ordination E-Hub, Ministry of Skill Development and Entrepreneurship.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

**Response:** 46

#### 3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
10	16	11	04	05

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

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

File Description	Document
Any additional information	<a href="#">View Document</a>

**3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**

**Response:** 0

3.4.2.1 How many Ph.Ds are registered within last 5 years

3.4.2.2 Number of teachers recognized as guides during the last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

**3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

**Response:** 2.64

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
52	36	35	29	34

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years**

**Response:** 0.67**3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
18	09	08	07	05

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed****Response:** 1.23

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>

**3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution****Response:** 1.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response:** 1.11**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
0.96	0.15	0	0	0

File Description	Document
List of consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

**Response:** 19.28

#### 3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.53	18.75	0	0	0

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	<a href="#">View Document</a>
List of facilities and staff available for undertaking consultancy	<a href="#">View Document</a>
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	<a href="#">View Document</a>

## 3.6 Extension Activities

**3.6.1 Extension activities are carried out in the neighbourhood community, -sensitising students to social issues, for their holistic development, and impact thereof during the last five years**

**Response:**

Govt. Degree College for Women, Begumpet in its endeavor to mould the girl students entering the college into responsible citizens, encourages students to participate in various activities in the community. The informal education our students derive from working in society through the outreach programs has a far greater impact on the students in their understanding of society and how they can navigate their way in life with humanity, empathy, environmental consciousness, and self-confidence. NSS, NCC, WEC, Red Ribbon club, and other support services are the various platforms through which activities are carried out. Besides this, the college also conducts Gender Sensitization and human values courses for at least 30 hours each.

The college has four NSS units each with about 100 students, There are also 100 NCC cadets and 100 Red Ribbon club volunteers each year. Various programs are undertaken routinely each year with the volunteers taking an active part. These include Swacch Bharat, Harita Haram, a celebration of Voters day, World Water Day, Environment Day, National Integration Day, besides Independence Day and Republic day, collection of funds during Flag day. Students also conduct rallies on AIDS awareness, drug abuse, harmful effects of tobacco, and celebration communal harmony week etc.

The neighborhood network of the college is also promoted by conducting awareness camps on the environment, literacy promotion, adoption of local schools, Anganwadi, and adoption of villages by the NSS volunteers. The volunteers spend at least a week in their adopted village, as part of their winter camp, and try to bring about some awareness and change in the village in education, hygiene, and other societal issues. Health camps are also conducted besides visits to old-age homes and orphanages. The volunteers also participate in blood donation camps. Ek Bharat Shreshtha Bharat (EBSB) is another important initiative of the Govt of India, where our students have actively participated with their partner state of Haryana and have a better understanding of the unity in diversity of our country.

During the pandemic, Our NSS volunteers also Supplied ration and food to migrant laborers. Massive community mobilization for plastic waste Shramdaan and curbing of Single-Use Plastic (SUPs), was carried out. These activities help the students to have a learning experience and also inculcate the value of life skills and to mingle with one other and learn about the culture, traditions, and values of people they interact with.

The Women Empowerment Cell helps the students to become strong both physically and psychologically to face the world boldly without fear. WEC designs and implements various programs useful for them like health and well-being, self-defense organized by the SHE teams, and legal awareness programs on women's rights motivational programs, sustainability, etc

File Description	Document
Upload Any additional information	<a href="#">View Document</a>

### **3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**

**Response:** 30



**3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
11	05	03	03	08

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years****Response:** 161**3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
57	25	38	28	13

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years****Response:** 61.9**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**



2020-21	2019-20	2018-19	2017-18	2016-17
2440	1982	1706	1086	1106

File Description	Document
Reports of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

**Response:** 624

##### 3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2020-21	2019-20	2018-19	2017-18	2016-17
594	213	398	501	1414

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

**Response:** 39

##### 3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	9	2	6

<b>File Description</b>	<b>Document</b>
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	<a href="#">View Document</a>

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

#### **RESPONSE**

The college meticulously plans the use of existing infrastructure to balance the ever-increasing demand for additional space. From 1971, the infrastructure of the institution was regularly enhanced to provide a better learning experience to the students.

On Sundays and holidays, the college infrastructure is utilized by Dr.B.R.Ambedkar Open University and also for conducting UPSC, TSPSC examinations, generating income for the college.

The 2.37 acres totally Wi-Fi enabled green campus, consists of three blocks to accommodate 3846 students and 87 teaching and 40 non-teaching faculty.

#### **Infrastructure:**

The main building (G+2) facilitates

- Principal chamber
- Administrative office
- Examination branch
- 32 Classrooms
- Seminar hall/Auditorium
- Language lab
- Statistics Lab
- TSKC Placement cell
- 11 Laboratories
- Zoology Museum
- Library
- Reading room,
- Physical Education Room
- Gym
- RO Plant
- Solar Power plant
- CC Cameras
- T-SAT Nipuna (MANA TV) center to attend live lessons

The Ambedkar Building accommodates

- Class Room
- Seminar hall
- Health room
- NCC, NSS and WEC rooms

To accommodate new programs a new second block (G+3) was added in 2019 and it hosts

- 12 Classrooms
- 2 Computer labs
- Physics Laboratory
- LCS/ Virtual classroom- to deliver online instruction (MOOCS) to students in various colleges across Telangana.
- Media Center

The college features an **open-air auditorium** to accommodate meetings and activities such as cultural, yoga, meditation, etc.

The **Seminar-hall** which seats 200 people is equipped with sophisticated ICT technology, is used to organize workshops, seminars, and conferences.

### **Sports facility:**

- Adequate Indoor and outdoor games and sports facility
- Gymnasium (7 stations)

### **ICT Classrooms**

100% of classrooms and Laboratories have ICT facilities and 6 digital classrooms. The ICT facilities are upgraded from time to time. In addition, all departments are furnished with computers and printing facilities.

### **Internet & Wi-Fi**

To promote an optimal learning experience and to meet the academic research needs of students and faculty the campus is

- Completely Wi-Fi enabled
- three 100 Mbps broadband lines & one 200Mbps line
- Computer Student: ratio is 1: 15

## Laboratories

The college has **16** labs. All the laboratories are ICT enabled, equipped with modern, modular equipment and provide an excellent working environment.

## Library

The central Library is automated and operates with New Gen Lib v 3.2 ILMS, and has a 1000sq. ft reading room with an e-corner. The library subscribes to 13 journals, and 17 magazines. e-Resources -N-List ,OPAC and Web OPAC facility to ensure easy book access, GDCWB e-Library

### Divyangan facilities:

- Wheel Chair
- Toilets
- Ramp

### Support facilities

- Alternate energy resource - solar panels
- Medical Room
- Canteen
- Xerox center
- Parking lot

The best use of all these facilities is ensured through proper maintenance in the premises.

An expenditure of **Rs.5,62,41,190** /- (Five Crores Sixty Two lakhs Forty-one thousand One Hundred and Ninety Rupees), has been incurred towards augmentation of infrastructure and learning resources in the last five years

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

#### Response:

The College is committed to create a balanced environment of academic, cultural, and sports activities for the holistic development of the students. To accomplish this, the college's Sports, Cultural, NCC, and NSS departments collaborate under the banner **Harivillu** to provide students with a variety of opportunities to showcase and foster their talents in the categories listed below.

## **Cultural and literary activities**

1. Srujana Vedika
2. Gnana Vedika
3. Chitra-shilpa kalavedika
4. Sangeetha-nrutya kalavedika
5. Rangasthalavedika

- **NSS & NCC**

1. Samjika Vedika

- **Sports & Games**

1. Vyayama Vedika

## **Sports Facility**

Right from its inception in 1971, the college Physical education department is playing an integral role in the overall development of the students by providing various opportunities to train and improve their skills in various sporting disciplines. For this, the institute has the necessary infrastructure to host both indoor and outdoor events. The college has the following courts and playfields.

### **Outdoor courts**

- Basketball learning facility
- Badminton-1
- Kabaddi
- Kho-Kho
- Throw Ball
- Volleyball

### **Indoor facility**

- Chess
- Carroms
- Table Tennis

The college addresses the paucity of space by utilizing the facilities provided by GHMC and the state government stadium for training our students in various sports and games

- Gymkhana grounds – Hockey, Handball, Basketball, and Athletics
- Sports Authority India – Hockey and Weightlifting
- GHMC Swimming pool – Swimming
- OU PG College – Softball

Apart from receiving assistance from the physical director, players are also sent to several coaching centers to hone their best skills.

Intra murals, inter-college, and inter-district sports tournaments, and self-defense training programs are all held on a regular basis at the college. The Physical Director supervises the students' participation in various sports and games competitions, as well as their participation at the district, state, university, and national levels.

- **GYMNASIUM:** - The college features a gymnasium with seven stations for students and staff to improve their general fitness.
- **YOGA & MEDITATION:**

Yoga and meditation are part of physical training, and yoga classes are held on a regular basis on the campus playground. In addition, the college celebrates International Yoga Day every year on June 21st to instill the spirit of yoga in the students and staff.

- **FACILITIES FOR CULTURAL ACTIVITIES**

The College encourages students to participate in a variety of cultural and literary activities, as well as helping them flourish in their chosen disciplines. The college's culture committee plans and organizes several cultural activities on regular basis.

The following amenities are available for the same in the institution

- Open Air Auditorium
- Mini Seminar hall
- Music system

The Department of Journalism and Mass Communication photographs and films all the events conducted

Every year, the institution, in collaboration with the Telangana State Commissionerate of Collegiate Education, organizes Cluster level, State-level cultural competition called Yuvatarangam - Youth Festival, in which many Government Degree Colleges throughout the state compete.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geotagged pictures	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**Response:** 100

**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 46

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

Response: 51.61

**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
4.13	10.04495	42.01428	331.38889	71.59177

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The Central Library of the college was established in 1971 since then Library has made consistent progression in terms of the collection of books, periodicals, e-resources, and services.

The college library is well-equipped with cutting-edge technology and a diverse selection of literature and performs a supplementary and complementary role in teaching-learning and research activity. It is maintained by a highly qualified Librarian.

The library is open to staff and students from 9.30 a.m. to 5.30 p.m. on all working days. It is housed in two big halls, and the Library has a diverse collection of 25,705 books. In addition, the library also offers a large collection of reference books, encyclopedias, dictionaries, and yearbooks, as well as subscriptions to



11 newspapers, 17 magazines, and 13 journals.

**NewGenLib:-**The library is fully automated and runs on the NewGenLib (Version 3.2) ILMS system and has all its sub-systems like LAN connectivity and Wi-Fi. In addition, the library has an OPAC system for quick access to books. A reprographic facility is also available in the library. The barcode circulation system is in practice in the library.

**OPAC:-** The Library has OPAC (Online Public Access Catalogue) and Web OPAC facility, which has enabled easy access to information on subject/author-specific volumes within the Library, which makes information retrieval easier.

**N-LIST:-**The library is a member of the N-LIST INFLIBNET consortium that offers more than 6000+ e-journals and 1,99,500+ e-books on a wide range of topics. This is a user ID and Password based facility and the college has provided access to all these e-resources to the faculty as well as students at no cost. Every year, the Library Science Department organizes an awareness program regarding the usage of N-List e-resources.

**Google Site:-** During the pandemic period, the library took a big step forward and created a Google site for tech-savvy users. The site contains a digital repository of curriculum, previous year question paper sets, links to PPTs & video lessons of all faculty, Online open educational resources, Notifications of competitive tests, and so on.

**CD/DVD:-** The College library has a collection of 275 **CDs** and 23 **DVDs** on various topics.

**e-Corner:** The Library has an e-Corner with four computer terminals with Broadband connectivity where the staff and students can browse online resources via LAN. List of e-learning websites was circulated through Whatsapp as well as displayed at the e-corner.

In addition to regular activities, the library hosts various Extensional Activities throughout the year, including

- User orientation program to freshers
- National Library Week
- National Librarians day Guest lectures
- Webinars, etc

Further, the college has a Library Advisory Committee which supports the functioning of the library through suggestions, reviews, and recommendations.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste Link for additional information	<a href="#">View Document</a>

**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	<a href="#">View Document</a>

**4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

**Response:** 2.1

**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
2.1943	0.059	0.059	4.13199	4.04165

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

**Response:** 1.7

**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 67

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.3 IT Infrastructure****4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities****Response:**

The college has a comprehensive IT policy, covering usage, cyber security, wifi updation, and expenditure per annum. In the last five years, the IT infrastructure has been updated several times.

**Software:**

Course-specific software such as PHP 8.0, Java – JDK17, Oracle 19c, Python – 3.9.6, Scilab – 6.1.1, Ubuntu – 20.04.3 LTS, Tally – 6.6.3, Turbo C, and Turbo C++ are installed on the machines in the computer labs,

Common applications such as Adobe Acrobat Reader DC, Microsoft Office, Windows 7/8/10, Google Chrome, Mozilla Firefox, etc. are installed on all systems.

**Hardware:**

- The majority of the systems have been replaced with new models that have advanced configurations/specs including 4 GB, 8 GB, and 12 GB RAM, Intel-i3 processors, and 1TB/500GB hard drives.
- The operating system (OS) has been upgraded from Windows-7 to Windows-10 in a few computers.
- Hardware failures, such as SMPCs, keyboards, mice, and hard drives, will be replaced on a regular basis.

The institution has a total of 296 computers, 258 of them being used exclusively for academic purpose. The systems of Statistics, Computer, English Language labs, and TSKC are also used as Net Resource Centers during non-class hours. All of the systems are connected to a local area network and have access to the Internet.

The campus has four broadband connections: Three Netlinx 100 Mbps lines and one BSNL 200 Mbps line.

The network has been upgraded and replaced with 9 D-Link 24-port (10/100/1000 Mbps) Unmanaged Ethernet Switch, 2 D-Link 12 port switches, and 9 routers.

Biometric attendance devices and virtual classrooms are connected with 100 Mbps Broadband connectivity.

Wi-Fi access is available across the campus. The Long-range Nuclias Connect AC 1750 Wave 2 Dual-Band PoE Access Point is mounted on the ceiling to enable Wi-Fi connectivity on the campus. These access points are monitored on a regular basis and upgraded as necessary.

The activities in the institute are under video surveillance with 18 Digital CC cameras.

The existing wired and wireless network infrastructure was built with cutting-edge equipment with a focus on performance, dependability, and cost-effectiveness.

The institute has an LCS virtual classroom for delivering online teaching (MOOCS) to students from various colleges around Telangana. This feature is also be used for video conferencing.

The Institution is equipped with 44 Classrooms, 16 labs, and 2 Seminar halls with 100% ICT facility, Audio Visual Center, 6 smart boards, a virtual classroom, and Media Center.

The library is fully automated with New Gen Lib v 3.2 ILMS software provides a very user-friendly interface for searching available books in the library. The library has an OPAC and a Web – OPAC for easy access to information on subject/author/specific volumes within the library, making information retrieval easier.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 15:1

File Description	Document
Student - computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution.

**Response:** 250 MBPS

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

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

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

**Response:** 6.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.68	8.04	5.69	1.26	7.06

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### **4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

##### **Response:**

The college has well-established procedures, policies, and mechanisms for maintaining and upkeeping its academic, physical, and support facilities.

##### **Academic facilities:**

The college has an academic policy that explains the available academic facilities in the college and the college's approach to providing academic programs and the student cohorts for which they were designed.

Principal with the assistance of academic and other academic committees ensure that operational modalities of academic facilities are strictly adhered to.

The Time-Table Committee meticulously assesses the possibilities for reasonable and efficient use of available time and space, and regularly makes suggestions for the best utilization of space.

##### **Physical facilities:**

Various committees like Infrastructure maintenance committee, Institutional planning & implementation, Library, Games & Sports, Eco club, Website maintenance, Internet/ICT/e-classroom, Canteen, etc are in place to ensure proper upkeep and maintenance. These committees meet on a regular basis to ensure that the college's physical and supporting facilities are being used to their fullest potential by students and staff. Every year, an appropriate budget is set aside in conformity with the permissions granted from the CCE, TS, Hyderabad for the upkeep of the college's various facilities and equipment.

Classrooms & Campus: Campus, as well as classrooms, are well maintained by sweepers appointed through outsourcing. 4 units of NSS periodically conduct cleanliness drives under the 'Swachh Bharat Abhiyan' program.

- Surveillance cameras are used to monitor the campus's upkeep.
- **Laboratory:** The college has well-equipped laboratories with sufficient lab attendants to ensure proper maintenance. All the labs have a prominent display of strict Dos and Don'ts. To avoid any mishaps, science labs are equipped with fire extinguishers. Calibration, repair, and maintenance of sophisticated lab equipment is carried out by the sellers from where the equipment is procured.
- **Library:** The library is managed by a Librarian, with the assistance of an Assistant Librarian and an office subordinate. They give regular updates on new additions and ensure that the library's infrastructure is well-maintained and optimally utilized. Fumigation is done in the library for the upkeep of books. The library committee meets on a regular basis to oversee the library's operations including the purchase of new books, weeding out of old titles, the issue/ return schedules, among other things.
- **IT Facilities:** IT Policy ensures optimal maintenance and utilization of IT infrastructure. Purchase and up gradation of systems and software and disposal of e-waste is done periodically. Maintenance of equipment and networking is done through an annual maintenance contract.

- **Sports facility:** The Director of Physical Education is in charge of all sports amenities. In consultation with the games and sports committee, she procures equipment, supervises the use and upkeep of the gym, games and sports equipment, and outdoor sports facilities.
- The Minimum Requirements Committee oversees the provision of basic facilities like sanitation, drinking water, etc. ensures regular maintenance of the building, and arranges for all minor and major repair works.
- The Website Maintenance Committee maintains and updates the website on a regular basis.
- All departments' stocks and records are well-maintained, and the academic records committee conducts annual stock verification for each department at the end of the academic year.

Latest audio-visual pedagogy tools are fully utilized throughout the teaching-learning process and all the classrooms have access to ICT. The ICT tools are maintained as per IT and infrastructure maintenance policy.

The Botany department in collaboration with the Eco club, NSS and NCC maintains greenery on campus. It also maintains a vermicompost pit to recycle the garbage generated in the college and uses it as a fertilizer to the college garden.

- The college has a systematic disposal mechanism for all sorts of waste. The e-waste, solid and liquid waste, etc are disposed of periodically.
- The Canteen committee supervises canteen operations and takes steps to ensure that canteen facilities are kept clean and that the quality of food served in the canteen is maintained.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 52.46

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
2176	1854	1488	903	761

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 3.48

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
41	301	47	58	28



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freships besides government schemes in last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.1.3 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. Awareness of trends in technology**

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

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 84.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
3142	2726	2462	1303	1674

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.5 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
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 29.76

#### 5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
111	91	274	129	299

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch).

**Response:** 38.29

#### 5.2.2.1 Number of outgoing student progressing to higher education.

**Response:** 438

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**Response:** 183

**5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
41	43	58	27	14

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

**5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution**

**Response:**

The Government Degree College for Women, Begumpet is a Government Institution. In accordance with the Central Government decision there is a ban on student elections in the college, however to encourage the participative role of students in the administration and to inculcate the spirit of democracy and leadership among the students, the college has adopted the 'Student Council system' wherein 02 nominated members called 'Class Representatives' (CRs) from each class are selected to perform the duties of the Student Council. Usually, the active and meritorious students of the class are nominated as CRs unanimously by the students. They have a WhatsApp group for effective communication and interaction.

The functions of the group in the last five years include:

- The active participation of students in various academic and administrative bodies and committees help them to gain experience in conducting meetings, making decisions and organizational management .
- CRs and the Students Union play a vital role in the planning and conducting of various college events such as rallies, awareness campaigns, Fresher's Day, Teachers Day etc.
- They receive guests, compere programs, and organise the whole event independently. They also assist the administration in organising various programs such as Blood Donations Camps, Campus Recruitment Drives and Fund-Raising events. As members of various committees, the CRs act as a bridge between the staff and students conveying the opinions and messages both ways.
- They also play a crucial role in designing the Academic Calendar, and Curriculum and also provide

suggestions in fixing the dates of examinations, vacation and re-opening of the college. Further, they also undertake the responsibility of maintaining discipline and cleanliness of the campus.

- The CRs propose ideas, place requests, and provide feedback to the administration in a democratic manner on various aspects to initiate corrective measures wherever needed.

Thus, under the supervision of teachers and the Principal, the students acquire administrative skills, civic responsibility, leadership qualities, problem solving skills and team spirit.

The following are the achievements of the CRs who were actively involved in major decisions in academic and various development activities of the college:

- Actively participated in cultural events, guest lectures, seminars, conferences, workshops, National festivals, extension activities viz., rallies, community services, surveys etc.
- Assisted Mentors in monitoring and counselling the students and minimising the gap between the faculty, students and the administration.
- Supported the faculty in organising learner-centric strategies like student seminar, group discussions etc.
- Motivated peers for active involvement in Swachh College and massive plantation programmes like Haritha Haram

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

**Response:** 34.8

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
55	31	46	27	15

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

#### Response:

Government Degree College for Women Begumpet has an active and effective Alumni Association, which has organized many Alumni Meets periodically in the last five years and endeavoured to contribute to the developmental activities in the College. It has acted as a conduit for interaction between the alumni and the students who are pursuing various courses in this college at present. Three alumni are currently employed in this institution itself in different teaching posts, while many others are in teaching posts in various government and private educational institutions. In addition, a number of them are in successful positions as entrepreneurs, academicians, scientists and so on across the country and overseas. The Alumni Association has so far organized many Alumni Meets to facilitate acquaintance and interaction between outstanding alumni and students of this college. These meets have been conducted in a cordial atmosphere, which encouraged exchange of views and sharing of useful information on a variety of issues including the necessity of acquiring and updating various skills, new avenues for entrepreneurial ventures and possibilities of self-employment.

An Alumni Association Meeting was held on 18th February 2019 in the Conference Hall. Members from MAKRO Foundation were invited to present a seminar on 'Stress Management and Positive Mental Health'. It is a non-profit organisation working towards the betterment of society through empowerment, education, and effective support through quality education to the marginalised sections of society. Many alumni members of the college were present on this occasion. Listing out various causes and sources of stress in modern life, the speakers from Makro Foundation discussed ways to mitigate and eliminate stress. They threw light on the concept of Positive Mental Health indispensable for a happy, contented life, which ultimately helps the individual to evolve into a wise, empathetic human being contributing to the welfare of society at one's own level. It was a refreshing and enlightening experience for the students who participated in this programme.

Alumni Association, along with TSKC, conducted a workshop on "How to Crack Job Interviews" in association with WELLS FARGO Company on 13th August 2019. Two hundred students participated in this programme and interacted with the representatives of Wells Fargo to learn a great deal about key employability skills besides life skills such as empathy, interpersonal skills, creativity, problem solving skills, to mention but a few. As part of this one day programme, mock interviews were conducted by the experts representing Wells Fargo to present some concrete examples before the students. Further, funds

collected by the Alumni Association are utilized for the benefit of the College. As resolved in a meeting of the Association conducted on 08th January 2020, Ms. Anjum Fatima, Guest Faculty of the Arabic Department, was paid a sum of Rs. 10,000(Ten thousand only) from Alumni Association Fund towards her remuneration on completion of syllabus for students with Arabic as Second Language.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 5.4.2 Alumni financial contribution during the last five years (in INR).

**Response:** B. 10 Lakhs - 15 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

**Response:**

**Response:**

**Govt Degree college for women Begumpet was established in the year 1971 with a vision of “Empowerment of Women through Knowledge” . The college has therefore made it a mission**

- To empower young women to face the Challenges of Life with Courage and Commitment.
- To mould the students to become builders of a fair and equitable Society.
- To impart education which is value-based and leads to holistic growth.
- To impart need-based and skill based training and thus prepares the students to be globally competent.
- To encourage ethical innovation and enterprise in the students to benefit the community through service and Outreach programmes.
- To inculcate sportsman spirit, self motivation&discipline among the students through various sports activities

**Nature of Governance:**

The institution, while keeping a firm focus on its vision, revises its Mission periodically, in view of changing global trends in education.

The Commissioner of Collegiate Education, Govt. of Telangana is the chairperson of the Governing body which is the apex executive & Regulatory body of the College.

The Principal, is the Head of the Institution and functions in accordance with the provisions of the Department of Higher Education, Govt of Telangana. With the Principal as the chairperson & all In-charges of the departments as members,the staff council meets once in a month to review the functioning of the college & also is empowered to take administrative decisions.

**Effective leadership**

- The statutory bodies such as Governing Body, Academic Council, Board of Studies and FinanceCommittee formed in accordance with UGC Autonomy guidelines play a significant role in planning strategies to accomplish Institutional goals.
- The Principal as Head of the institution looks after the execution of strategies in academic, financial, and administrative matters to achieve the vision of the institution



In addition to the above statutory bodies, the Principal constitutes different non-statutory committees for academic, administrative and student activities involving both staff and the students for the smooth functioning of the college like the IQAC committee, admission committee, hostel committee, student advisory committee etc. The principal works closely with the Heads of Departments, Academic Coordinator, IQAC and Conveners of the various committees in order to plan, execute and supervise the activities of the respective committees.

- The Heads of Departments are delegated with department level authority. Along with other faculty, the department is run efficiently.
- The practice of having a mentor -mentee system, helps in greater interaction with the students on all levels academic, personal and emotional, so that a student centric approach is consistently maintained.
- The administrative officer and her team take care of the financial and administrative matters .
- The Students Union consists of representatives from all the classes. It forms the bridge connecting the students' aspirations with the mission of the college. Every activity that is planned in the college, academic, co-curricular or extra-curricular, is aimed at capacity building of the students. It is also one of the Grievance Redressal mechanism of the college

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

**Response:**

**Response:**

Strengths of the institution are participative management and decentralization. The college functions through participative management involving all its faculty and a representative of other stakeholders - parents, alumni, industry and the community in the decision making process. The levels of participative management are as follows:

- The Academic council is chaired by the Principal of the college, with the academic coordinator as member- secretary, Deans from all three faculties of Osmania University (parent University), In-charges of all the departments, eminent educationists, and industrialists who approve all curricular aspects.
- College Planning and Development council (CPDC) consists of senior teachers, alumni members and eminent personalities from various fields, like education, industry, philanthropists. CPDC plans and takes up developmental activities by generating funds wherever required from outside sources.
- The Finance Committee reviews the financial aspects of the college from time to time to make

recommendations on budget estimates and submit audited accounts to the governing body for approval. It also recommends to the staff council on matters relating to finance.

- Boards of Studies prepare the syllabi, scheme of instruction, examination, panel of examiners, any projects, certificate courses, internship to be presented to the academic council for its approval.
- Every department has an in-charge Head. The Department in-charge takes decisions on academic and administration matters concerning their respective departments with the approval of the principal.
- Various committees for co-curricular and extra-curricular activities work in coordination with the academic coordinator and Controller of examinations for the smooth functioning of the college.
- The student council takes the lead in organizing co-curricular and extra-curricular activities including, freshers day, Annual sports meet, college annual day and the club activities.

The Principal, staff council and CPDC meet periodically to assess the needs of the college and decide on a plan of action. They also strive to alleviate any bottlenecks and difficulties faced during the execution of the plan of action.

The Governing body, academic council meet once a year (at the most twice) to discuss various aspects of academics and administration to approve and offer suggestions for further strengthening the endeavors of the college to ensure quality education and to fulfil the organizational needs of the college.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for strategic plan and deployment documents on the website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

Yes, the Institution has a strategic plan available for proper implementation of its vision and mission. The plan encompasses an improvement of equity, access and quality of education for the students. With empowering women through knowledge as its vision, the college aims to give the best possible opportunities to the students who are the future of our nation. The strategic plan document outlines the plan for the college over the next five years.

Equity: After a detailed need analysis with all the stakeholders, (the administration including the Principal, staff, students, alumni and other educationists) the college restructured its programs in a phased manner during the last 5 years. Student intake which was 650 in 2016, it increased rapidly to 1500 in 2020 which is almost 2 and half times. Increase in student strength has led to rich diversity among students who come

from different backgrounds in terms of urban / rural, different castes, religions, nativity from other states and various languages like Telugu, Urdu, Hindi, Haryanvi, Oriya and other languages being spoken at home.

**Access:** the implementation of the bucket system by DOST during admissions has led to the number of programs increasing by almost 5 times, since students have the choice of creating their own combinations from the subjects offered by the college, rather than the traditional combinations.

**Quality:** In pursuit of excellence the college has offered many certificate courses. Over the years the CBCS system has encouraged value added courses like the AECC (Ability enhancement compulsory courses), SECs (Skill Enhancement Courses) which are part of the curriculum now. Additionally, the college also gives extra credits for students who show interested in nation building services like the NSS and NCC. This encourages the students to be more socially responsible. The presence of more than 45 Ph.D. teachers ensures a very high quality of teaching -learning process.

**Employability:** The TSKC in GDCW Begumpet is one of the strongest support systems in the college. It ensures increasing the employability skills of our students by giving them extra training in job-oriented courses, soft skills, internships and has placement drives for the students.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## **6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**

### **Response:**

#### **1. Governing Body:**

The Governing Body takes policy decisions regarding academic, administrative, and financial matters of the College. All decisions and proposals from the academic council and finance committee are to be approved by the governing body. The Commissioner of Collegiate Education (CCE), Government of Telangana is the chairperson and the Principal is the Ex-officio member of the body. The other members of

the Governing Body include the Dean CDC, affiliating University; Joint Director, O/o the CCE; and Senior faculty members of the College.

The academic council meets at least once a year and approves any decisions taken by the staff council and Board of studies on matters pertaining to academics such as revision in the syllabus, the introduction of new courses, etc.

The Finance committee approves the budget put forth by the institution and also the audited accounts.

## **2. Administrative Set-Up:**

- The Principal, as the Executive Head of the Institution, is authorized to make decisions regarding academic, administrative, and financial matters in accordance with the policies as approved by the Governing Body. The institution functions duly complying with the rules and regulations of the University Grants Commission and the guidelines of the affiliating University issued from time to time.
- The Vice-Principal and the Heads of Departments and various Committees assist the Principal in managing academics and smooth conduct of curricular and co-curricular activities and administration-related tasks respectively.
- The Administrative Officer is the head and custodian of the College Office which includes – Establishment, all accounts, and UGC / RUSA schemes, which are managed with the help of the office superintendent and supporting staff.

## **3. College Planning and Development Council (CPDC):**

- The College Planning and Development Council, headed by the Principal and comprising other members drawn from Faculty, Educationists / Philanthropists, Social Workers, Students Alumni, Parents and Peoples Representatives is responsible for preparation of comprehensive development plan of the college by making appropriate recommendations.
- CPDC helps to create a mechanism for mobilizing public contribution and supports the right climate for academic, cultural, social, and service-oriented activities for benefit of the students as well as for the community.

## **4. Internal Quality Assurance Cell (IQAC):**

The Internal Quality Assurance Cell of the institution takes care of the consistent overall development of the institution so as to meet the set quality standards of higher education. It ensures the effective and progressive performance of academic and administrative activities.

## **5. Functions of various Committees and Members:**

Several Committees are constituted for smooth functioning of academic and administrative activities, and to assist the Principal of the College in day-to-day activities, such as Academic Advisory Committee, Examination Branch, CPDC, IQAC, Training and Placement Cell, Grievance Redressal Cell, Women Empowerment cell, etc.

## **6. Service Rules, Procedures, Recruitment, and Promotion Policies:**

The service rules, procedures, recruitment, and promotion in respect of staff are in accordance with the rules and regulations of the Government of Telangana.

### 7. Grievance Redressal Mechanism:

There are separate Grievance Redressal Committees for Students, Teaching and Non-Teaching Staff to ensure timely action on service rules, recruitment of temporary staff, student grievances.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

**Response:**

The College is under the administration of Government of Telangana and directly adopts all the welfare measures of the employees of Telangana State Government like child care leave, maternity/paternity leave, festival advance, vehicle advance, housing building advances, child education fees reimbursement ( up to two children school tuition fees) for teaching and non-teaching staff. Basic training for new recruits - In

house upgradation on CCA rules, Note making on Court cases, RTI act etcare some avenues given. Teachers are also encouraged to upgrade their skills by attending trainings like OC,RC, and other FDPs by giving them paid leave.

### **1. Telangana State Government Insurance (TSGLI)**

TSGLI scheme is a social security measure for the welfare of the government employees and is mandatory for all government employees and provincialized local body employees

### **2. Government Insurance Scheme (GIS):**

The scheme is intended to provide for the state government employees at a low cost and on wholly contributory and self-financing basis, the benefits of an insurance cover to help their families in the event of death in service and a lump sum payment to augment their resources on retirement.

### **3. Employees Health Scheme (EHS):**

EHS is formulated to provide cashless treatment to the employees, pensioners of the state government and their dependent family members, in lieu of the present medical reimbursement system with additional benefits such as post-operative care and treatment of chronic diseases which do not require hospitalization and treatments in empaneled hospitals.

### **4. General Provident Fund (GPF):**

The GPF scheme is a social security measure scheme for employees recruited before 31/8/2004 meant for the protection of subscriber's family against sudden death or if he survives until retirement to provide him/her and his/ her family with additional resources.

### **5. Employees welfare fund:**

Membership to this fund is mandatory for all state government employees. The rules pertaining to the fund were constituted by combined state of Andhra Pradesh in G.O (P) No. 173 dated 28.5.1980 for various welfare activities.

### **6. Contributory Pension Scheme:**

For employees joining service after 1/9/2004, the CPS is mandatory, where the employee contributes 10% of his basic salary and DA and the state Govt, contributes an equal amount to their CPS account.

### **7. Pay Revision:**

G.O.Ms.No.51 dt 8/5/2015 of the Finance department the pay scales have been revised for the employees with the effect from July 01st 2013. Pension for Medical allowances G.O. Ms No. 59 recommends the Medical allowances to pensioners. Revised pay scales 2016 as per G.O Ms No. 15. Revised pay scales 2020 As per G.O. Ms No.51 all the government employees pay scale is revised in the year 2020.

**8.Incentives for PhD/M.Phil:**

The employees are given Incentive increments for those who acquire additional qualifications (M.Phil, Ph.d). The teaching faculty can also avail Career advancement scheme (CAS), on fulfilling all the requirements as per UGC guidelines and progress towards becoming senior lecturers, associate professors and Professors. On the completion of 15 years of service the regular faculty can also become Principals, provided they fulfil the conditions laid down by UGC.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 35.21

**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**

2020-21	2019-20	2018-19	2017-18	2016-17
61	53	5	11	8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response:** 5.6

**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	6	5	6	6



File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

Response: 90.94

#### 6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
62	153	31	45	40

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

Response:

- Internal and external financial audits are conducted regularly in the institution, to promote accountability and transparency of financial transactions of the institution.
- At the beginning of the academic year, all the departments prepare budget requirements that are consolidated, and the institutional budget is prepared accordingly.
- The college receives grants from the UGC, RUSA and the State Government, the other financial resources include CPDC and restructured fees. Suggestions are invited from the stakeholders regarding matters that require the most urgent financial attention. This is done through Meetings by the Principal with the teaching, non-teaching staff as well as representatives of the students.
- The Finance committee consisting of the Principal and two senior teachers take care of UGC Autonomy Grants. Once needs of expenditure have been decided upon quotations are taken from



- three agencies and orders are placed to the lowest quotation with approval of Purchase Committee.
- The office of the College maintains cash books, collects vouchers and once the money has been spent, a utilization certificate is obtained. In order to maintain transparency, the records are maintained meticulously under the supervision of the Administrative Officer.
  - **Audit process:** Major aspects covered in audit process are verification of invoices / bills according to budgets, financial statements, cash books, subsidiary books, student scholarships etc. The process includes financial planning, verifications and suggestions for further improvement.
  - **Internal Audit:** The Commissionerate of Collegiate Education constitutes an audit team for internal audits who audit the accounts periodically in a financial year. Further, the funds received from various sources like UGC, Autonomy Grants and Examination fund shall be audited by the chartered accountant hired by the institution. Upon the receipt of the audited utilization certificates, income and expenditure statements and bills, the same shall be submitted to the respective sources/bodies which in turn perform the audit for the funds utilized.
  - The principal constitutes committees for conducting annual stock verification where the members physically verify the equipment, systems and other resources available in the departments and inspects the records maintained by them.
  - **External Audit:** The Auditor General of Govt of India conducts the audit periodically and issues the audit report to the institution. A team of four to five members visits the institution for a period of five to six days and scrutinises the various aspects of functioning. The team finally gives suggestions for any modifications for effective functioning of the institution.

## OUTCOMES

- Reviews the income-expenditure statements and suggests further action plan for optimal utilization of resources.
- Enhances transparency and accountability.

**Settling of Audit objections:** If any objection is raised by the audit teams, either external audit (or) internal audit, the same shall be communicated to the institution through letter or in the form of a report. Accordingly, the Principal shall submit the required information keeping in view the objections. If the audit team is not satisfied with the information provided, then the funds will be recovered from the institution or the person responsible recommending a suitable disciplinary action.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

**Response:** 0

#### 6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise

during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

#### Response:

The institution adopts a multipronged strategy to acquire and manage financial, human and other resources to achieve its stated goals. Resources, both monetary and non-monetary, are raised from various sources like Government institutions, UGC, RUSA, NGOs, philanthropists, alumni and industry. Funds are also generated from industries, through corporate social responsibility and Constituency development funds from the elected members - local MLA and MP to the maximum extent possible.

1. **Tuition Fee:** Major part of the institution fund is raised from fees collected from students registered in restructured courses. The fee collected is used for the following:

- For creation and maintenance of academic and physical infrastructure and payment of salaries for outsourcing employees including security personnel.
- To organize various curricular, co-curricular and extra-curricular activities
- Facilitate student support through cash awards and prizes for achievers in literary and extracurricular activities.

2. **Funds from various Government bodies:** The college augments its finances by applying for various grants such as RUSA (Rashtriya Uchchatar Shiksha Abhiyan), Autonomy grants and other UGC Schemes for improving overall quality of the institution. The college encourages faculty to apply for major and minor research projects. Funding is sought for the conduct of seminars and workshops from UGC, ICSSR, CSIR, DST, TSCHE, RUSA and other funding agencies.

3. **Rent for Outsourcing of Infrastructure:** The infrastructure such as classrooms and computer labs are given for Government / Professional institutions to conduct like UPSC, APPSC, entrance examinations and events such as mega job fairs, district level medical camps etc.

**UTILIZATION OF RESOURCES:** Separate block is let out for Dr. B.R. Ambedkar Open University, Hyderabad. The conference halls are used to organize conferences / workshops and also to conduct Job fairs. The building is also utilized to conduct Government / competitive examinations.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

### Response:

The college has a strong and proactive IQAC. Since 2016 it has undertaken many initiatives in the college.

The IQAC played a significant role in getting ISO Certification 9001: 2015 for 2020 and 2021. For the last 3 years IQAC, Begumpet has collected information and submitted for NIRF ranking. It has also played a significant role in Autonomous status by initiating several measures to enhance the quality in all the aspects of the institution.

- All newly admitted students attend the Induction Programme conducted by IQAC, in which they are made aware of the teaching learning process, continuous evaluation, compulsory core courses, various co-curricular activities, various facilities and discipline of the Institution.
- IQAC also undertakes regular training programs for teaching and non-teaching staff. For example, during the pandemic, training was given to the faculty on online teaching and learning management systems.
- Non-teaching staff were also facilitated to undergo training on CAIMS, e-Office etc.

Two practices that highlight the quality initiatives institutionalized by IQAC to ensure their sustainability are:

1. Eco friendly campus 2. Enhancement of Research Culture

- **Eco friendly campus**

In accordance with the UGC guidelines of SATAT, the IQAC has focused on creation and sustenance of an eco-friendly campus. The main goal of these initiatives is to make the students as well as the faculty aware of the importance of conservation of the environment. These initiatives instill environmental consciousness in all the stakeholders of the institution. Installation of solar power plant to generate solar energy, use of LED bulbs instead of the conventional bulbs, Rain Water Harvesting pit to collect and conserve water, initiation of Vermicompost Unit, Swachh Bharat, Herbal/Botanical garden, Plantation drives to increase the greenery, Geo-tagging and QR Coding of trees within the campus, are some of the eco friendly initiatives.

**IQAC along with Eco Club** and encourages the students in various programmes like Swachh Bharat

Abhiyan, Telanganaku Haritha haaram and also literary activities like elocution, essay writing, painting etc., to create awareness.

## 2. Enhancement of Research Culture

- IQAC strives to develop an environment conducive to research.
- Research Committee has been constituted by the Principal to promote research aptitude among the faculty with the policy framework developed by IQAC.
- Teachers are encouraged to attend Orientation, Refresher and short term courses
- Research culture is also inculcated in students by mandatory projects in their final Semester and hence teachers are also actively involved in such projects.
- **JIGNASA Student projects** is a program to encourage the students towards research work, where a group of students prepare a study project under the guidance of a teacher and have selections and prizes at college level, district level and state level.
- Promoting Academia – Industry linkages through MoUs and facilitating various mutually identified areas like Research, Training programmes, Extension Lectures and Faculty Exchange is also part of the activities conducted by the college IQAC.
- IQAC facilitates open discussions through Faculty forum which helps to foster a collaborative research environment and encourages the faculty to exchange their ideas on the latest trends in various fields.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

### Response:

The IQAC undertakes a regular review of teaching-learning activities of all the departments in the institution, so as to improve the quality of the teaching-learning methodology and strategies of the institution. Some of the initiatives are as follows:

Under the provisions of Autonomy status granted to the institution, it can change the curriculum, to add or delete programs, courses, or course contents to suit market demands. New courses are identified and introduced according to the changing needs of society.

**Feedback:** The IQAC has devised an effective online feedback mechanism on teaching-learning process,

curriculum, and other aspects of the college. Feedback is collected through a structured questionnaire. The IQAC reviews and reforms the teaching-learning programs based on the feedback obtained from all the stakeholders of the institution. Feedback is collected by the IQAC from all the stakeholders i.e. students, parents and alumni, and industry, curriculum and other academic aspects and also the various infrastructural facilities available in the College. Data that is collected from the stakeholders is analyzed and utilized for the improvement of the quality of the institution. After the feedback analysis has been collected and reviewed, necessary inputs and recommendations are provided to the respective Departments through the staff council, for improving the quality of the teaching learning process.

### Internal academic audit

IQAC has initiated the innovative idea of conducting an **internal academic audit** to regularly monitor and review the teaching learning process of the various departments in terms of the quality initiatives taken up towards enhancing student performance.

The IQAC reviews the various departments and verifies the records and documents related to the Departmental activities, Annual action plans, ICT resources, remedial coaching, Skill enhancement courses, Bridge courses, Add-On courses, MOUs, Linkages, Field trips, Student assignments, seminars, study projects, etc. The reports help the IQAC to review and assess the performance of the various departments and thereby recommend reforms, if any, to the staff council.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. Any other quality audit recognized by state, national or international agencies (ISO Certification)

**Response:** All of the above

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.**

**Response:**

Response:

#### **1. Safety and security**

With the safety of women and girls being a major concern, the institution has taken proper safety and security procedures to ensure the protection and wellbeing of the students during their stay on campus,

- Activities in the college are under continuous video surveillance with 18 Digital CC cameras.
- A proper boundary wall with a fence has been built around the college campus with a single gate for entry & exit into the College. Security personnel is on duty 24 hours a day on the premises to prevent unwanted entry.
- A health center with two beds is available at the College. This medical facility has first-aid supplies, a sphygmomanometer, and a wheelchair, and there is a committee with PD & two other lecturers on campus to assist students with minor health concerns. As the college is centrally located, 108 services are utilized in case of emergency. 'Bhagya', the college's health club, organizes health camps and health awareness events for students with a focus on adolescent health & menstrual hygiene; Balanced & Nutritious diet.
- The Women Empowerment Cell & the Internal complaints committee organize workshops, seminars, poster presentations, film screenings on women-related issues throughout the year to empower young women to create an open-minded tolerant & gender-sensitized society.
- The college has MOUs with NGOs like Asmita Resource Center, Tharuni, Roshni Counselling Center to strengthen its endeavor to work for women empowerment.
- 30 hours of training in self-defense for girls to tackle eve-teasers was introduced in 2014-15. The training is aimed at building confidence among students by empowering them to be responsible for their personal defense and security.
- The College has different Committees to coordinate and supervise the aspects of safety and security such as:
  - Internal Complaints Committee (ICC) – to address and resolve issues of sexual harassment at the workplace.



- Grievance Redressal Committee - to examine and assess student and faculty complaints or grievances, and to provide an effective solution based on the severity of the complaint
- Anti-Ragging Committee – to ensure Ragging Free Environment in the College Campus.
- Discipline Committee – to ensure a calm and peaceful academic atmosphere in the campus
- Hostel Committee - Teachers from the hostel committee frequently visit the students’ hostels and inspect the conditions

## 2. Counseling

- A well-structured Mentor-Mentee system is present in the college, in which each faculty is assigned the duty of mentoring about 40-50 students to provide emotional and instrumental support, direction, and encouragement to academic growth students.
- The college has an MOU with UNDP for conducting Psychometric analysis & improving Global Enhancement Skills.
- The college has entered with an MOU with Ramachandra's mission (‘Heartfulness Institute’) and conducts Meditation-based self-development programs.

## 3. Introduction of Gender Sensitization Course:

Course on ‘Gender Sensitization’ “ Towards the World of Equals” under Ability enhancement course was started in the academic year 2016-17 and it is compulsory to all the UG students.

File Description	Document
Annual gender sensitization action plan	<a href="#">View Document</a>
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
3. Wheeling to the Grid



**4.Sensor-based energy conservation****5. Use of LED bulbs/ power efficient equipment**

**Response:** B. 3 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

The College has devised methods for the management of biodegradable and non-degradable waste generated on the campus using the basic waste management strategies of 3 Rs:

- Reduce
- Reuse
- Recycle & Upcycle

The waste generated on the campus includes solid, liquid and e-waste which are of both degradable and non-degradable in nature and chemical waste. No classified hazardous waste is generated on the campus. The Institution's environmental policy is to minimize waste to safeguard the environment and enhance environmental sustainability.

**Solid Waste Management**

Solid Waste Management is being given utmost importance and the waste is segregated before it is dumped.

\* The college provides nappy vending machines, and incinerators are used to dispose of sanitary napkins in an eco-friendly manner.

\* The waste paper generated in the campus and old newspapers from the library are recycled with the help of the NGO- WOW ( Wellness Out of Waste). It in turn hands over the same to ITC/BPCL Agency.

\* Botany department maintains a vermicompost pit where organic waste generated on campus is transferred. The vermicompost generated is then used as garden fertilizer.

\* The use of single use plastic coverings and plastic in the college premises, including the canteen, is strictly prohibited to make the campus plastic-free.

\* In the campus, two separate bins are placed at various places to collect non-biodegradable and biodegradable waste (from the canteen) and the Municipal corporation truck will transport it to the nearest waste treatment facility.

### **Liquid Waste Management**

- The liquid chemical waste that is generated in laboratories is neutralized and disposed of safely.
- Rainwater from the terrace is diverted into the rainwater harvesting pits
- The sewage of the campus is disposed through the underground pipelines of HMWSSB and this water is recycled by the municipal corporation for the entire city
- The college has a proper drainage system in place to ensure that water does not stagnate in the ground or near drinking water facility.

### **E-Waste Management**

To deal with e-waste, our college has an MoU with TSTS, a Telangana Government Enterprise arranged by the Commissionerate of Collegiate Education (CCE), Government of Telangana. The e-waste generated in the campus is disposed of periodically as per the guidelines of the CCE.

### **Waste Recycling system**

- The wastewater from the RO plant is diluted and utilized for gardening and watering plants
- Wastewater from the drinking water facility is diverted to water the plants.
- The paper waste is sent to the recycling facility.
- Organic waste is composted in the vermicompost pit, and the generated manure is used as garden fertilizer.
- Non-biodegradable and biodegradable waste are collected and sent to the nearest waste treatment facility.

**Paperless office:** To limit the use of paper, the institution sends digitalized notices to employees and students to a large extent. The information is shared via emails, WhatsApp, mika system, etc. The college

uses CA&IMS ,an integrated IMS for all the activities in the college.

Any correspondence with CCE is done through e-office only. The teaching diary and attendance are also in digital mode.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. landscaping with trees and plants

**Response:** A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

**7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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

**Response:** A. Any 4 or all of the above

<b>File Description</b>	<b>Document</b>
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:** A. Any 4 or all of the above

<b>File Description</b>	<b>Document</b>
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

Govt. Degree college for Women ,Begumpet is open to students coming from various backgrounds. Every year, as the students are admitted into the college, we try to understand how diverse they are in terms of Urban / Rural divide, Languages spoken at home, Religions practiced , Social background : among the students. In the last year's survey, among 1560 students

- We have found that about 58% students come from urban areas while 42% are from rural.
- While a majority of the students speak Telugu, there are students who come from homes where 13 different languages like Marathi, Kannada, Tamil, Hindi, Urdu, and even Bhojpuri, Nepali, and Odiya are spoken.
- They also practice different religions like Hindu, Muslim, and Christianity
- A vast majority (85%) belong to the socially deprived sections (SC, ST, BC)
- Besides, these students also hail from Telugu, or Urdu medium in their primary and secondary education.

To address this diversity in our college and to ensure that each one of our student feels one with the family of GDCW Begumpet a number of programs are organized.

As the students join the college they are assigned to a mentor who is a teacher of the college. Each teacher is assigned mentees and takes care of the needs of the mentee for the 3 years in college. Besides this, the Class representatives CRs and the DCRS ensure that there is complete harmony in the classroom and any issues are brought to the notice of the mentor.

Slow learners, students from mediums other than English are given extra attention to ensure that they can keep pace with the classroom teaching.

Freshers day, Annual sports day, cultural meets, and food festival brings an inclusive atmosphere where the entire college celebrates as one family.

The co-curricular activities like NSS, NCC, and Red Ribbon club encourage in the students a spirit of social harmony, and social responsibility. Students are encouraged to join these activities by giving them extra credits for the same.

Celebration of food festival ( Multi-cuisine), a celebration of cultural events depicting National integration are some of the other events that are organized.

During National festivals and related events in the College such as Independence day, Interaction day, Dussehra celebration, Bathukamma, Christmas, Teacher day, Sankranti Celebration, Republic Day, Farewell Day, Annual Day, etc. eminent personalities are being invited to emphasize the importance of tolerance and harmony towards Cultural, regional, linguistic, communal, socio-economic and other diversities.

Internship and project work exposes the students to the practical challenges and also make the students from different backgrounds adapt to one another to create an atmosphere of tolerance and harmony in the College. These efforts are in practice for the overall growth of students (Mentally, Physically, Socially and Economically) to contribute to the image of India among other countries in the world.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

#### Response:

The institution diligently strives to sensitize and enlighten the students and the employees the relevance and the need to abide by all the Constitutional obligations as responsible and informed citizens. The institution has conducted a number of programmes including

- UNO Day
- International Youth Day
- Constitutional Day
- National Voters' Day
- National Education Day
- NSS Day
- NCC day
- International Women's day

Each activity organised by the institution is aimed at reminding students of their rights and responsibilities. Activities also address values they have to live up to. The students are instilled with principles that to live by for the rest of their lives. Some of them are highlighted below:

- The celebration of UNO Day enables the students to reaffirm the need and basic tenets of the UN Charter that has been guiding our nation and other nations for the past 76 years. It also provides information about the role of UNO in preserving international peace, harmony, and security.
- The International Youth Day is observed on January 12th to commemorate the birth anniversary of Swami Vivekananda, who is regarded as a youth icon. Each year the college organizes events with a unique theme passing on the message of the search for truth and the youth's unbridled passion to succeed in every field.
- Constitutional Day is celebrated on 26th November, which commemorates the adoption of India's Constitution. On this occasion, the college organizes awareness events to educate students about the importance of the Indian constitution, the contributions of India's chief architect, Dr B.R.Ambedkar and the students are made to recall the Preamble of the Indian Constitution.
- On January 25, National Voters' Day is observed. The college makes an effort to educate students on the importance of exercising one's right to vote. Various programmes are held by inviting

eminent personalities to spread awareness, particularly among first-time voters.

- National Education Day is observed on November 11 to commemorate the birth anniversary of Maulana Abul Kalam Azad, the first Education Minister of independent India. The institution organises lectures on the significant role of Azad and tries to instil in the students the importance of education
- On September 24, National Service Scheme Day is commemorated to remind and reinforce to students the NSS motto, 'Not Me But You,' and to serve the nation and community selflessly. Various activities like rallies, Swachh Bharat, health camps are organised with a motive to serve.
- NCC day is also celebrated in the college on the 4th Sunday in November with all the cadets participating in the event
- International Women's day is celebrated with great fervour by WEC and lectures are organized by inviting eminent guests to celebrate the role of women in Society

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

The institution celebrates important national and international days to commemorate important events and personalities with zest and enthusiasm. The students and the staff participate in the events and many activities are conducted to make the event memorable. The NCC cadets were well trained for the Guard of Honour during the National festivals and the ambience is filled with patriotism recalling the heroic moments of the event.

The institution celebrates events and important days like:

- Independence Day
- Republic Day
- Ambedkar Jayanthi
- International Yoga Day
- Teachers' Day
- Science Day

Independence Day is celebrated on 15 August to commemorate the freedom movement and the sacrifices of people to attain it. The Principal and the invited guest convey the message of the importance of freedom and also the responsibility we have in safeguarding freedom.

Republic Day is celebrated with great fervour as it commemorates the day when the Constitution of India came into force.

Ambedkar Jayanthi is celebrated on 14 April to commemorate the contribution of Dr B.R.Ambedkar who is called the Architect of the Indian Constitution. The institution celebrated the event with utmost solemnity and admiration for the role Ambedkar played in drafting the Indian Constitution.

International Yoga Day is celebrated on 21 June. A trained Yoga expert is invited and demonstrates exercises for physical fitness, increase stamina and reduce ailments. The importance of practising yoga was emphasised as it connects the body, mind and soul.

Teachers' Day is celebrated on 5th September to mark the birth anniversary of Dr Sarvepalli Radhakrishna who was a teacher, freedom fighter, scholar and the first President of India. On this day the students observe self-governance day and also felicitate the teachers.

National Science Day is celebrated on 28 February to commemorate the discovery of the Raman Effect by the great physicist C.V. Raman who was awarded the Nobel Prize. The College celebrates this event on a grand scale as the Faculty of Sciences organized Science Fests where students display posters, make presentations, give demonstrations and enjoy the food festivals.



File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

**7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**

**Response:**

### ***BEST PRACTICE 1***

**Title: TELANGANA SKILL AND KNOWLEDGE CENTRE (TSKC) Training and placement cell**

The Institution established Jawahar Knowledge Centre (JKC) in the year 2005-06 to impart skills and knowledge to the students and make them employable. The center received an overwhelming response from day one and the successful placements added to its strength and objectives. The JKC in GDCW Begumpet was designated by the Commissionerate of Collegiate Education as a Nodal JKC of Hyderabad and Ranga Reddy districts in the year 2007.

After the formation of the new State of Telangana, the program was implemented with fresh vigor. Jawahar Knowledge Centre is now called Telangana Skill & Knowledge Centre (TSKC) and has now expanded its scope and competency. The Training and Placement Cell of the college is a single-window facility of training and job opportunities for the students.

**Objectives of TSKC:**

- To impart requisite skills through intensive training in Communication Skills, Soft Skills, Analytical and Technical Skills relevant to the current trends in the job market.
- To make the students aware of various job openings and help grab the opportunities appropriate to their skills.
- To provide training to students and empower them to become successful entrepreneurs with a plan for Startups through innovation and design.
- To train students who seek to pursue higher education for various competitive and entrance examinations conducted by various Universities.
- To conduct Mega Job Fairs and Campus Recruitments Drives and facilitate placements

**The Vision of TSKC:**

- To provide opportunities to students belonging to weaker and marginalized sections and enhance their employability skills.
- To promote the Institute-Government-Industry interface through training and placements.

### **The Mission of TSKC:**

- Developing Skills
- Creating Opportunities
- Unleashing potential

### **The Context:**

The primary aim of TSKC is to provide intensive training to students in communication skills, soft skills, analytical and technical skills. It focuses on guiding, mentoring, and training students who are from socially and economically weaker sections of society. Most of the students are first-generation learners who need additional training to equip themselves with essential skills and competencies which would fetch them ample opportunities in the job market.

The TSKC is provided with a Computer Lab which is extensively used by the students. The TSKC Mentor provides training to help students enhance their employability skills. The College creates a comfortable learning environment and encourages the students to be creative, independent, and self-reliant.

TSKC Committee consists of the Principal who acts as the Chairperson, the TSKC Coordinator, 4 Coordinating members, one Full-Time Mentor. The committee meets regularly and monitors various training and placement activities.

### **The Practice:**

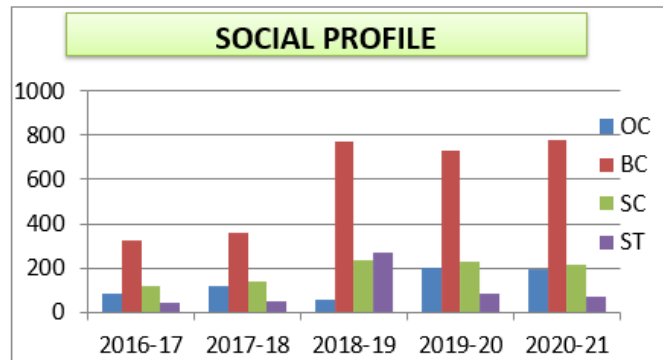
- The training is conducted during college hours as a part of the curriculum completely free of cost.
- Three Hundred hours of training in Language skills, soft skills, analytical skills, and fundamentals of computers is given to 1st, 2nd, and 3rd Year students.
- Special training is given for Banking Services Examinations and other Public Services competitive examinations.
- Workshops and seminars are conducted on aspects that enhance employability skills and confidence-building among the students by inviting eminent speakers and HRs from the corporate sector to support the regular training.
- The TSKC also facilitates Online Courses to students- Spoken Tutorial Libre Office Writer, Libre Office Calc, Libre Office Impress, C and C++ in the academic years 2018-19 and 2019-2020. The Spoken Tutorial Project is the initiative of the “Talk to a Teacher” activity of the National Mission on Education through Information and Communication Technology (ICT), launched by the **Ministry of Human Resources and Development, Government of India**. The Spoken Tutorial Project is being developed by **IIT Bombay for MHRD, Government of India**.
- The students were greatly benefitted through **Spoken Tutorial offered by IIT Bombay** like Libre Office (which included the use of open wares), C, C++, and JAVA as mastering these courses augmented the opportunities of the students for better employment.
- The TSKC of the college has entered into a **Memorandum of Understanding** through the years with many organizations. The details are as follows:

S. No.	Academic Year	Name of the Company
1	2016-17	UNDP
2	2017-18	Rooman Technologies
3	2017-18	IIT Bombay
4	2017-18	Lead Life Foundation
5	2017-18	The Society & The Institution
6	2018-19	Promize IT Services PVT LTD, Hyd.
7	2018-19	Bombay Stock Exchange
8	2018-19	Sector Seven E4E Technologies
9	2018-19	Oyster (Organisation by Youth for social Transformation and Environmental Recoup)
10	2019-20	AB International School for Financial Studies(P) Limited-ISFS
11	2019-20	EDUBRIDGE Learning PVT LTD (NSDC)
12	2020-21	Anudeep Foundation

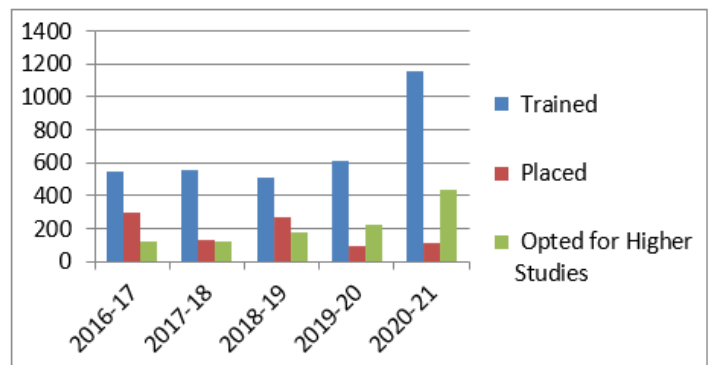
#### Evidence of Success:

The institution conducted umpteen many training programs and placement drives. The social profile and incremental growth of TSKC are projected in the following tables.

**Social profiles of the students enrolled in the first year and trained at TSKC during the last five years:**



Details of Degree Final Year students - trained, placed and progressed for higher studies from 2016 to 2021



## Student Progression

- The list of Companies who conducted campus drives in the institution are ILM Bangalore, Genpact, ADP, Aegis Ltd, RVSS, Zealous, Schneider Electric, HRH Next, Tech web Labs, Q Connect, Just Dial, Infosys, Amazon, AIR Worldwide- Verisk Analytics, Wave rock Dupont and Tech Mahindra.
- A total of 1085 students got through various PG Entrance Exams to pursue their higher studies in State and Central Universities during the last Five Years

### **Problems Encountered**

- It is difficult to provide practical approach while training the students due to large student strength.
- Imparting practical training on Language skills and Basics of Computers is a challenge as more number of training sessions cannot be provided within the time table.
- The institution is working towards integrating students placements with entrepreneurship training. Efforts are being made to establish a Skill based Centre in collaboration with WE-Hub, Women Entrepreneurship Development Program of Govt. of Telangana which would foster and promote women entrepreneurship and also scale up the global market.

### **Required Resources:**

- Requirement of well trained Full Time Mentors to meet the academic needs of large number of students.
- More number of Computer Labs with latest infrastructure to meet the huge strength.
- Financial assistance to conduct training programs and Seminars on Advanced Computer Courses like Machine Learning, Artificial Intelligence, Internet of Things (IOT).

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### ***BEST PRACTICE 2***

#### **Title: Continuous internal assessment (CIA) to integrate testing and evaluation into the learning process.**

#### **Objectives**

- To allow teachers to evaluate the performance of their students in accordance with the learning objectives and outcomes they have set,
- To make testing and evaluation an integral part of the teaching -learning process
- Focus on 'assessment for learning'
- Test higher-order skills such as analysis, critical thinking and conceptual clarity
- To assess students' performance over a well distributed interval of time in a semester and to allow scope for intervention and mid- course corrections, if necessary
- To provide two components of evaluation – namely continuous internal assessment and summative examination or semester end examination

#### **The Context**

Exams are used to measure how far students have progressed in the courses they are taking. Exams are viewed by students as an affliction that must be endured. Exams are designed to achieve specific goals. They are tools for assessing pupils' performance and judging their academic achievements. On the one hand, such evaluation assists students in adjusting their learning plans properly, and on the other side, it assists the teachers in adjusting their teaching programme in accordance with the examination requirements.

The College was granted Autonomous Status in the year 2012 and CBCS was adopted in the year 2014. Examination reform was a major initiative that was undertaken with the introduction of autonomy and CBCS

### **The Practice**

The introduction of the CBCS semester system in 2014, replaced the annual year end examination system with continuous internal assessment and summative examination in theory and practical at the end of each semester .

Internal assessment from 2014-2018

The ratio between internal and end semester marks was 1:3. The internal assessment (25 marks) consisted of two Written tests each covering two units of the syllabus (average of the two tests is considered) along with Assignment, seminars and student attendance was also considered.

### **Semester Examination**

Semester Exams were conducted twice every year with 75marks allotted and was a summative examination covering the entire course syllabus. The question papers were set by an external panel approved by the Board of studies.

With feedback obtained from the academic experts it was decided in 2019, to increase the marks allotted to CIA to 40marks and the semester end summative exam was made 60 marks.

Two Centralised Tests (internal) per semester are mandatory and the average of the two tests is taken as the test component marks. Assignments, Quizzes, Seminars, comprehension/Listening tests, Open book Assignments, Oral tests, Projects, Surveys, Paper presentations and Comprehensive viva form the other components of the internal assessment. Components vary from subject to subject apart from the test of knowledge, practical skills are also tested. This allowed the teachers freedom to formulate their methods of assessment depending on the topic being taught.

All the non-computer undergraduate students have a computer course of one semester duration .Students also take compulsory courses in Indian Heritage & Culture, Science & Civilization, Environmental Studies, Gender Sensitization and Human values and Professional Ethics, and are awarded credits for the same.

**Transparency in Examination** – Transparency of continuous internal assessment (CIA) for I, II- & III-year Degree students is ensured as the course teacher of each subject distributes the valued internal answer scripts to the students for scrutiny. Students are given chance to clarify if they have any doubt regarding the marks allotment.

**Fairness and Objectivity** in evaluation is ensured by external evaluation in the end semester examinations. Summative Exams are conducted at the end of each semester and 60 marks are allotted for each course of 4 credits.

**Evidence of success**

Students are satisfied with the existing examination system. The system is student friendly and student centric. Examination reforms implemented by the college are successful because of the system which has both continuous internal assessment and summative end examination. Question papers include both subjective and objective elements. The examination system tests the competency of the students, hence teachers too are able to intervene with mid-course remedial action for any needy students, and at the same time identifying advanced learners, so they can be encouraged to hone their skills further. The early publication of the result and repeat examinations conducted one month after the publication of the result help the students to go for higher education or job without wasting their time. The transparency of the entire process has led to fewer grievances from the students regarding examinations. The core competency of the students at the end of the 3 year program has increased as is evident from the increase in number of students progressing to higher education. Employability also is enhanced on account of the skill training in computers, communicative English and the practical skill based components integrated into the curriculum.

**Problems encountered and Resources required**

Examination results are to be published within one month of completion of the end semester examinations and corrected Answer Scripts of internal tests examinations are given to the students to facilitate transparency. This practice requires careful planning, automation of the examination branch and adequate staff. The teachers also should be ready to implement different methods of testing like field trip reports, projects and seminars given to the students. Given the size of the class and the faculty available, and resource constraints the teachers sometimes feel overburdened. Hence there is a requirement for more faculty. Updation of the laboratories in the Science departments is required frequently to keep up with modern trends to give the students a more experiential learning and testing their practical knowledge.

File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>

**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:****Institutional Distinctiveness**

The Government Degree College for Women, Begumpet, was established in 1971 with the motto, Learning is the Best Ornament. During the last fifty years, more than 40,000 students passed out as empowered and useful citizens of the country. Pursuing its vision of Empowerment of Women through

Knowledge, the thrust area of our institution is to provide quality education to young women to realize their potential and become active participants of the society and Nation.

**Women Empowerment Cell (WEC)** was established in 2014 based on the premise of investing in developing independence and leadership in young women, would help to achieve equitable and sustainable developmental outcomes for the nation. "Empower women- Empower generations" is the motto of WEC.

### **Objectives of WEC**

- To ensure equity and access to quality education.
- To empower young women to overcome challenges.
- To develop leadership qualities and help identify their strengths.
- To identify and develop latent capabilities and skills.

The majority of the students come from rural and semi-urban backgrounds and most of them are first-generation learners. Building a strong transitional bridge for students was necessary since they faced many difficulties like adapting to an urban lifestyle, overcoming language barriers, getting accustomed to a new pattern of learning, and facing stiff competition from other students. The students were marginalized in all aspects of life and needed support and encouragement. Education alone would not suffice to affirm empowerment unless it included a certain foundation that would boost their self-esteem. Deep thought was given to building self-reliance and confidence among the students as they would be investing 3 years of time in the institution. It was decided to make maximum use of this crucial and important phase of their life and mould them into individuals who can achieve great heights and contribute their best to society.

By taking all the challenges and conditions into consideration the institution came up with a practice to conduct various programs through WEC every year.. Each program was unique and was aimed to build the morale of the students which in turn would strengthen them to counter all the obstacles with an optimistic approach.

The programs were systematically designed to enhance leadership skills, combat any form of abuse, provide insights on health, nourishment, and hygiene and build willpower to face real-world problems.

### **I -SWASHAKTHI - Self Defense Training Programme**

The College organized training sessions on “**Self Defense Techniques**” in martial arts every year. This training was initiated with an aim to make the students mentally strong and physically agile. The techniques were taught by an expert trainer to tackle any kind of physical attack by strangers. It equipped the students not only with techniques to defend themselves but also make quick and sensible actions during times of trouble. This practice boosted their confidence and made the students independent. WEC in collaboration with the health club conducts a health camp and also conducts regular health and hygiene seminars and workshops to make the students more conscious of the importance of good health.

### **II – MANOSHAKTHI - Internal Complaints Committee:**

The WEC along with the Internal Complaints Committee of the institution sensitized students on their rights, roles, and responsibilities. The college signed an MOU with Asmita Resource Centre, Tharuni (NGO), and Roshni Counseling Centre who counseled students against gender-based violence and abuse at the workplace & the importance of the Internal Complaint Committee ICC. They also organize sessions on



Stress Management, Health, and Wellness. The students are educated on how they can share their difficulties and overcome them. To this end, a one-credit course on Gender Sensitization was added to the curriculum, across all disciplines in 2016-17. They were also encouraged to contribute to society by guiding the less privileged and reaching out to the people in need. The students will not only be counselled but also sensitized to counsel others.

### **RAGNI SHAKTHI - Inculcating Leadership Skills :**

To develop Leadership Skills among the students, WEC established **She Leads, a leadership club**. The club chalked out an annual action plan for each month to organize various activities

that train students on life skills, develop critical thinking, educate them on gender issues, and upskill them for better opportunities. The programs include educating the girls on financial literacy, entrepreneurship and developing the right attitude. Programs conducted under this practice brought a sea change in the overall personality of the students and made them acquire competence to face academic and personal challenges with ease.

Thus, the three practices The SWASHAKTHI – Self Defense Training Programme, MANOSHAKTHI - Internal Complaints Committee and RAGNI SHAKTHI - Inculcating Leadership Skills became an integral part of the institutions to continually serve and benefit the the students in shaping their life and fulfilling their goals.

### **Evidence of Success**

The programmes conducted by Sthree Shakthi - Women Empowerment Cell contributed to the overall development of the students. The programs had the following impact:

- They instilled courage and built confidence in students to face the challenges of life.
- Inculcated creative and critical thinking abilities and widened the intellectual horizons of students.
- The Self Development Programmes helped the students to improve in terms of attributes of tendencies, improved concentration, sharpened the use of will, helped in self analysis and acceptance for people and situations. It also aided the students to have enhanced learning skills, improved behavior and understanding of things, valuing humility, exercising emotional maturity, increased levels of confidence, management of stress, self awareness, sharing and giving back to the society and most importantly, to develop a purposiveness towards life. The programs conducted by Sthree Sakthi were extremely successful and there was an overwhelming response from the students. The parents of the students were also happy to see a transition in their children. The students by the end of the final semester were transformed into individuals having a conscious purpose and were well informed to carve a niche for themselves in the society and many of the students are holding high positions in different sectors.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

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## 5. CONCLUSION

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### Additional Information :

#### Major Objectives

- To introduce New UG Courses
- To conduct More Job Fares & To provide Internship
- Infrastructure development
- Provide Virtual Classrooms / Digital classrooms / e-class rooms
- Implementation of MOOC's & Mobilization of Funds through CSR, Philanthropies, Alumni
- Conduct of Workshops/ Seminars / Students Study Projects
- Start new courses which are skill-oriented and make students employable;
- Re-structure and design the course curricula to suit local needs;
- Strive for quality in the research undertaken;
- Use ICT enabled modern technology in teaching and learning;
- Promote healthy practices such as community service, extension services, projects, etc. for the benefit of the society;
- Training for selection to National Institutes
- Use the autonomy for the benefit of the society in general and students & teachers in particular

### Concluding Remarks :

#### Perspective plan

The college is committed to its vision of empowering women through knowledge, and hence in the endeavor to provide the students the best possible knowledge transfer we propose the following up-gradation to the college;

1. Under TSKC we conduct spoken English tutorials in collaboration with IIT Mumbai, and we would like to carry it forward by trying to give credits for the course from IIT Mumbai which can be added to the students' academic bank of credits
2. An incubation center may be started in collaboration with NICMSME for various skill-based courses like baking, quality control, etc
3. Strengthen IQAC to give more training programs to the non-teaching and teaching staff
4. Improve infrastructure especially the library by making it digital with ebooks and journals. The library room may also be provided with an e-Corner. The science laboratories also need to be upgraded with the latest equipment for research. A State of the auditorium is also to be planned in the college to suit the increased strength.
5. To make the students socially responsible we would like to make them involved in community learning where they may adopt the local slum or school near their residences and give their time for helping young children affected by lack of physical classes during the pandemic, keep up with their learning. For this endeavor, we would like to collaborate with NGOs like MV Foundation, who are already working in this field.
6. TSCHE has proposed the college to be a part of a cluster college in Hyderabad
7. In collaboration with TASK, more skilling courses will be added to improve the skilling and learning of the students

8. The Entrepreneurship development cell will be strengthened by collaborating with WE- Hub which will provide boot camps for ideation and also handhold budding entrepreneurs among the students
9. Apprentice based vocational courses allowing for multiple entry and exit, as specified in NEP 2020, will be started in collaboration with MGNRCE, from next year
10. Certificate courses in Indian knowledge systems like classical music dance Ayurvedic nutrition are proposed in collaboration with Telugu University, Samskruthi foundation, etc

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## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</b></p> <p><b>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>386</td> <td>350</td> <td>396</td> <td>472</td> <td>314</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>486</td> <td>350</td> <td>396</td> <td>472</td> <td>314</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per SSR.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	386	350	396	472	314	2020-21	2019-20	2018-19	2017-18	2016-17	486	350	396	472	314
2020-21	2019-20	2018-19	2017-18	2016-17																	
386	350	396	472	314																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
486	350	396	472	314																	
2.4.3	<p><b>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b></p> <p><b>2.4.3.1. Total experience of full-time teachers</b></p> <p>Answer before DVV Verification : 10252</p> <p>Answer after DVV Verification: 7252</p> <p>Remark : DVV has excluded experience of who has left the college.</p>																				
3.6.3	<p><b>Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years</b></p> <p><b>3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>37</td> <td>47</td> <td>42</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>25</td> <td>38</td> <td>28</td> <td>13</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	72	37	47	42	23	2020-21	2019-20	2018-19	2017-18	2016-17	57	25	38	28	13
2020-21	2019-20	2018-19	2017-18	2016-17																	
72	37	47	42	23																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
57	25	38	28	13																	
3.6.4	<p><b>Average percentage of students participating in extension activities listed at 3.6.3 above during</b></p>																				

**the last five years****3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3511	2386	2207	1856	1847

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2440	1982	1706	1086	1106

**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years****4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8.54000	51.55055	13.86082	4.79970	14.85228

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.68	8.04	5.69	1.26	7.06

Remark : DVV has considered only Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary as per shared report in 4.5

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<b>Number of programs offered year-wise for last five years</b>  Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>32</td> <td>19</td> <td>24</td> <td>24</td> </tr> </tbody> </table>  Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>32</td> <td>19</td> <td>24</td> <td>24</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	59	32	19	24	24	2020-21	2019-20	2018-19	2017-18	2016-17	69	32	19	24	24
2020-21	2019-20	2018-19	2017-18	2016-17																	
59	32	19	24	24																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
69	32	19	24	24																	

2.1	<p><b>Number of courses in all programs year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 271 986 383"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>386</td> <td>350</td> <td>396</td> <td>472</td> <td>314</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 463 986 575"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>486</td> <td>350</td> <td>396</td> <td>472</td> <td>314</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	386	350	396	472	314	2020-21	2019-20	2018-19	2017-18	2016-17	486	350	396	472	314
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486	350	396	472	314																	
2.2	<p><b>Number of full time teachers year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 732 986 844"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>83</td> <td>72</td> <td>51</td> <td>65</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 925 986 1037"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>83</td> <td>72</td> <td>51</td> <td>59</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	87	83	72	51	65	2020-21	2019-20	2018-19	2017-18	2016-17	87	83	72	51	59
2020-21	2019-20	2018-19	2017-18	2016-17																	
87	83	72	51	65																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
87	83	72	51	59																	
3.2	<p><b>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1234 986 1346"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1620</td> <td>1320</td> <td>1485</td> <td>1100</td> <td>1090</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1426 986 1538"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>930</td> <td>660</td> <td>747</td> <td>554</td> <td>549</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1620	1320	1485	1100	1090	2020-21	2019-20	2018-19	2017-18	2016-17	930	660	747	554	549
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