



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**AURORA'S PG COLLEGE(MCA)**

H.NO 1-118/11, PEERZADIGUDA, UPPAL

500092

apgcua.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Aurora's PG College (MCA), established in 1999, has consistently upheld its reputation for delivering excellence in higher education through its renowned MBA and MCA programs. With a steadfast commitment to academic quality, the college has built a strong identity in the academic world, fostering a learning environment that extends beyond traditional classroom teaching. Its educational approach emphasises not only academic achievement but also the holistic development of students, equipping them with the essential skills and values needed to excel in an ever-evolving world.

The college boasts a distinguished faculty, blending the expertise of seasoned educators with the fresh perspectives of emerging scholars. This diverse faculty ensures that students receive a well-rounded education, grounded in solid theoretical foundations while embracing innovative ideas. By actively engaging students in various leadership and extracurricular activities, the college promotes the development of critical thinking, creativity, and teamwork—qualities essential for tomorrow's leaders.

Aurora's PG College (MCA) places great importance on skill enhancement, encouraging students to take part in internships and industry-oriented programs. These initiatives bridge the gap between theory and practice, preparing graduates to navigate the complexities of the professional world with confidence and competence.

Committed to social responsibility, the college integrates initiatives focused on environmental sustainability, gender equality, and community development. These efforts reflect its dedication to nurturing socially conscious individuals who not only succeed in their careers but also make meaningful contributions to society.

With a strong foundation of academic excellence and a progressive outlook on education, Aurora's PG College (MCA) continues to empower students to reach their full potential, shaping them into capable professionals and responsible citizens.

### Vision

To establish a benchmark of excellence in management and computer education and research by combining professional expertise, innovative technologies, a dynamic learning environment, and a commitment to social impact.

### Mission

- To develop top-tier management professionals who thrive in the global market's competitive landscape, capable of creating value and advancing human welfare.
- To cultivate highly skilled software professionals adept in the latest and emerging technologies, committed to lifelong learning as a foundation for their personal and professional growth.

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

## **Institutional Strength**

Aurora's PG College (MCA) stands as a premier institution for postgraduate education, renowned for its strict adherence to the curriculum and timely syllabus completion in accordance with Osmania University's guidelines. This dedication to academic discipline ensures a comprehensive and structured educational experience for all students.

The college thrives on effective teamwork, with faculty and staff working collaboratively to realise the institution's vision and mission. Comprised of highly qualified and dedicated professionals, the faculty excels in teaching while actively promoting research and innovation, thereby fostering student excellence and intellectual growth.

Recognised as one of the leading PG colleges, Aurora's PG College (MCA) has built a strong reputation upheld by its stakeholders. The institution is particularly noted for its impactful extension activities, notably through the Nature Club and Samskruthi Foundation, which make significant contributions to social causes.

Conveniently located, the college's campus is easily accessible for students and faculty. Internal communication is facilitated through CUG mobiles, emails, and WhatsApp groups, ensuring efficient coordination within the institution.

Support systems are well-developed, with various committees, clubs, and cells addressing diverse student needs. The college promotes a student-friendly atmosphere where faculty and management are approachable, nurturing an inclusive environment.

A dedicated committee strictly monitors student discipline, while innovative teaching practices, including ITL and ICT tools, are regularly implemented to enhance the educational experience. Faculty members are encouraged to pursue research, with sponsorships available for workshops, conferences, seminars, and publications.

The campus is entirely ragging-free, with vigilant measures in place to maintain a safe environment. Continuous communication with parents is ensured through SMS alerts regarding attendance and academic progress. The college's digital library offers extensive resources, including printed books, e-books, and online materials.

Governance at Aurora's PG College (MCA) is democratic, with decentralised responsibilities supported by the dynamic leadership of the Secretary, Director, and Management members. The college embraces modern educational trends, such as e-learning through MOOCs, and offers staff beneficial schemes like EPF and ESI. Aurora's PG College (MCA) consistently sets benchmarks in higher education, driven by a commitment to excellence in all aspects.

## **Institutional Weakness**

Aurora's PG College (MCA), while known for its academic excellence, encounters certain challenges that also present opportunities for growth and improvement. One significant area is the underutilisation of services from its alumni network. Although the college has a network of successful alumni, their potential contributions—such as mentoring, networking, and sharing industry insights—are not fully leveraged. This limits the benefits that both current students and the institution could gain from their active involvement.

Research and development is another area that needs attention. While the college promotes research activities, the overall output is modest, with limited engagement in funding schemes from organisations like AICTE and DST. This constraint hinders the scope of research projects and innovation initiatives, which are essential for maintaining the institution's competitive edge and supporting academic growth.

Additionally, the college has not fully capitalised on government initiatives aimed at fostering entrepreneurship development. These programs offer valuable resources and opportunities for cultivating entrepreneurial skills among students, yet the college's current participation in these initiatives is below its potential. Increasing engagement with these schemes could significantly benefit students interested in entrepreneurship and enhance the college's reputation as a hub for innovation and enterprise.

### **Institutional Opportunity**

Aurora's PG College (MCA) has numerous opportunities to enhance its academic standing and impact. One key area is increasing membership in professional organisations such as the Computer Society of India (CSI), All India Management Association (AIMA), and Hyderabad Management Association (HMA). This expansion can provide valuable networking opportunities, industry insights, and resources for professional development for both faculty and students.

The college can also broaden its community outreach programs, including village adoption, literacy initiatives, and skill development training. These efforts not only contribute to societal advancement but also instil social responsibility and awareness in students, aligning with the institution's commitment to holistic education.

Forming partnerships and Memorandums of Understanding (MoUs) with national and international institutions represents another significant opportunity. Such collaborations can facilitate joint research projects, student and faculty exchanges, and enhanced knowledge sharing, boosting the college's academic reputation and global reach.

Collaborations with national laboratories can further strengthen research capabilities, providing access to cutting-edge facilities and expertise for students and faculty alike. Additionally, expanding e-learning resources will support continuous knowledge enhancement, essential in today's digital landscape.

Achieving accreditation and autonomous status from relevant bodies is also crucial. This status would grant greater academic freedom, enabling the college to design a flexible, up-to-date curriculum and secure additional research funding, which can significantly enhance research and development activities.

Establishing "Centres of Excellence" and "Skills Development Centres" across departments is a promising avenue for specialisation, focusing on advanced training and research opportunities to position the college as a leader in various fields.

Lastly, expanding collaborations with industries and educational institutions, both domestically and internationally, can lead to joint research initiatives and continuing education programs, enriching the academic environment and increasing Aurora's global footprint. These opportunities can collectively strengthen the college's reputation as a premier educational institution.

### **Institutional Challenge**

Aurora's PG College (MCA) faces several challenges that significantly impact its operations and growth. One pressing issue is environmental pollution in the surrounding area, which poses health risks and detracts from the overall campus atmosphere. To tackle this challenge, the college must collaborate actively with the Greater Hyderabad Municipal Corporation (GHMC) to implement effective pollution control measures, ensuring a cleaner and healthier environment for students and staff.

The institution also grapples with intense competition from other postgraduate colleges. With numerous institutions vying for top-tier students and faculty, Aurora's PG College (MCA) must consistently innovate and uphold high standards to differentiate itself and attract the best talent. This competition extends to securing partnerships, funding, and resources, necessitating a proactive approach to enhance its offerings and reputation.

Frequent changes in educational and financial policies add another layer of complexity. These shifts can create uncertainty and demand continuous adaptation of strategies and operations. The college's leadership must demonstrate agility and foresight to navigate these changes while ensuring compliance and safeguarding academic integrity and financial stability.

Funding and resource allocation remain ongoing concerns, particularly due to inconsistencies in fee structures across various institutions. Such disparities can lead to revenue imbalances, complicating the balance between academic and non-academic needs. Additionally, delays in fee reimbursements from government schemes can strain the college's financial resources, hindering investments in infrastructure, research, and student support services.

Furthermore, achieving a balance between academic excellence and non-academic needs presents a delicate challenge. While the college strives to offer a well-rounded education, limited resources and competing priorities may impede the full realisation of its objectives. It is crucial to ensure that both academic and extracurricular activities receive appropriate attention and funding to promote the holistic development of students. Addressing these challenges effectively is vital for the sustained growth and success of Aurora's PG College (MCA).

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The institution emphasises academic excellence by aligning its MBA and MCA programs with the guidelines set by Osmania University. Since implementing the Choice Based Credit System (CBCS) in 2016, the curriculum has been designed to provide students the flexibility to select from a wide range of core and elective subjects, allowing them to shape their studies according to their career goals and interests.

The College Academic Committee oversees curriculum design and implementation, with input from department-specific teams. Prior to each semester, these committees conduct a thorough Curriculum Analysis to address any potential gaps in the prescribed syllabus. To bridge these gaps, the institution offers various supplemental learning options, including bridge courses, adjunct programs, certification courses, and additional content beyond the core curriculum.

To ensure educational objectives are consistently met, Program Outcomes (POs), Program Specific Outcomes

(PSOs), and Course Outcomes (COs) are carefully defined, reviewed, and regularly updated across all programs. Faculty leverage Information and Communication Technology (ICT) tools to enrich the teaching process, while department heads closely monitor instructional practices to ensure effective delivery of the curriculum.

The teaching team is composed of a balanced mix of experienced professionals and emerging educators, creating a dynamic learning environment. Many faculty members actively engage with external organisations, serving as board members or as recognised research guides at other universities, which further enhances the academic experience.

Regular feedback from students, faculty, employers, and alumni is collected to assess the curriculum's relevance and effectiveness. In response to this feedback, the institution frequently introduces new certification and add-on courses, keeping the curriculum in step with industry standards and academic advancements.

Overall, the institution is committed to delivering a robust academic framework that not only adheres to university requirements but also enhances students' educational journeys through additional learning experiences, preparing them thoroughly for future career and personal achievements.

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

The institution is dedicated to delivering a well-rounded, high-quality approach to teaching, learning, and evaluation that drives student achievement. Its instructional strategies blend traditional methods like lectures and tutorials with active-learning techniques, including debates, quizzes, group discussions, role plays, and case studies. By prioritising experiential learning, the institution enhances classroom learning with internships, projects, and industrial visits, providing students with valuable real-world experience. Additional guest lectures, mentoring, and interactions with industry professionals further enrich the learning environment, bridging academia and industry.

Adopting a student-centred approach, the institution identifies individual learning needs through diagnostic assessments, categorising students as advanced, intermediate, or needing additional support. Advanced learners are presented with more rigorous challenges, encouraging them to pursue academic excellence, while students needing additional support receive personalised mentoring to build foundational skills. Intermediate learners are guided to advance through targeted encouragement and support. The institution maintains open communication with parents and conducts regular discipline checks, fostering a positive academic environment.

The evaluation process emphasises cognitive and analytical skills, structured around Bloom's Taxonomy. A continuous assessment system uses diverse evaluation methods like quizzes, presentations, group work, and project-based assessments, providing a detailed view of each student's progress. A clear grading system and timely feedback allow students to address areas for improvement, and formative assessments throughout the semester help track progress and resolve gaps early.

Practical applications play a central role in the institution's academic framework. Students engage in hands-on learning through projects, lab sessions, and internships, applying theoretical concepts in real-world settings. Industrial visits further connect academic insights with professional practices, better preparing students for career opportunities.

By integrating traditional instruction, interactive learning, and real-world application, the institution's teaching,

learning, and evaluation model supports academic excellence, skill development, and industry preparedness, fostering well-rounded student growth and success.

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

The institution has developed a robust ecosystem for research, innovation, and extension, grounded in the Indian Knowledge System (IKS) and propelled by key initiatives like the Intellectual Property Rights (IPR) Cell, Incubation Center, Research & Development (R&D) Cell, and the Ministry of Education's Institution Innovation Council (IIC).

The IPR Cell plays a pivotal role in educating faculty and students about intellectual property protection, guiding them through patent, trademark, and copyright processes. This initiative has led to several successful filings, fostering a culture of innovation. The Incubation Center, in collaboration with Osmania Technology Business Incubator (OTBI), provides students with mentorship, infrastructure, and funding to transform entrepreneurial ideas into thriving ventures.

The R&D Cell ensures that faculty remain updated with emerging technologies, promoting research, publication, and conference participation, thereby enhancing the institution's research output. The IIC fosters creativity and entrepreneurship, organising hackathons, idea competitions, and mentorship programs to help students bring their innovative ideas to life.

Knowledge and technology transfer are further supported through strategic partnerships with industry, government agencies, and research organisations. Collaborations with entities such as ExcelR Edu Tech Pvt. Ltd. and Kapil Guru offer applied research opportunities, enriching academic and research activities for both students and faculty.

The institution's extension activities, managed by the Extension Activities Cell, Women Empowerment Cell, and Nature Club, contribute significantly to societal impact. Initiatives like blood donation drives, health camps, and cancer awareness runs have garnered recognition for their contribution to public health and social responsibility.

Through this comprehensive framework, the institution nurtures a culture of innovation, research, and social engagement, preparing students for success while contributing to the community at large.

### **Infrastructure and Learning Resources**

The institution is dedicated to providing state-of-the-art facilities and resources that foster a well-rounded academic and extracurricular experience. Embracing accessibility, the campus is equipped with pathways and ramps, ensuring seamless mobility for students with special needs and fully meeting current regulatory standards.

The library is a foundation of the institution's knowledge resources, fully automated with NewGenLib software with a comprehensive collection of over 19,837 books, 12,452 e-books, and access to inter-library loans via DelNet. Additional digital resources are available through the Knimbus platform, supporting extensive research and academic needs.

The campus features 20 spacious classrooms, each designed for enhanced learning with technology like LCD projectors, Wi-Fi, and CCTV surveillance. Four computer labs equipped with i3 and i5 systems provide dependable connectivity and resources aligned with the university's academic requirements. A centralised computing facility further enhances students' access to essential digital tools, enriching the learning experience.

Advanced ICT infrastructure supports effective teaching and learning through smart classrooms equipped with interactive whiteboards and video conferencing platforms like Zoom, facilitating both in-person and remote instruction. The institution's Learning Management System (LMS) streamlines academic management, enabling efficient course scheduling, assessments, and engagement. Seminar halls accommodate academic events and cultural activities, while designated spaces for extracurriculars—such as a yoga room and indoor sports areas for games like Carroms, Chess, and Table Tennis—contribute to students' holistic well-being.

To keep pace with growing digital demands, the institution continuously updates its IT infrastructure. In April 2024, the campus Wi-Fi was upgraded to 500 Mbps, significantly improving internet access for virtual classes, research, and administration. Recent infrastructure enhancements, including new routers and increased bandwidth, underscore the institution's commitment to a dynamic, tech-enabled learning environment.

### **Student Support and Progression**

The institution is dedicated to promoting excellence in academic, social, and professional aspects, with a focus on holistic student development. Acknowledging the diverse needs of its students, it offers targeted support for economically disadvantaged individuals through fee waivers, scholarships, and concessions, ensuring access to quality education for all.

To further support students, the institution has established various student-centric cells, clubs, and committees, such as the Training and Placement Cell, Career Guidance Cell, Scholarship Cell, Women Empowerment Cell, Grievance Redressal Cell, and Anti-Ragging Committee. These initiatives encourage active student involvement and build a strong sense of community. Since its inception, the institution has maintained a ragging-free environment, promoting mutual respect and collaboration among students.

The Training and Placement Cell plays a critical role in securing internships, projects, and job placements, working with nearly 25 companies. This has resulted in over 60% of students receiving job offers prior to graduation this academic year. Additionally, students are motivated to pursue competitive exams to expand their professional horizons.

Students are also encouraged to participate in sports and cultural activities, which contribute to a well-rounded educational experience. Achievements in inter-college competitions, sports events, and cultural festivals highlight the institution's emphasis on extracurricular involvement. The dynamic campus life promotes teamwork, creativity, and leadership skills, allowing students to engage in art, music, dance, and sports, while building strong bonds and a sense of belonging.

### **Governance, Leadership and Management**

The governance and leadership of the institution are closely aligned with its vision and mission, prioritising excellence, growth, and social relevance. Focused on achieving high standards in management and computer education, the institution integrates professional insights with advanced technologies. Its mission emphasises



the development of highly skilled management professionals and software experts, fostering continuous learning and a commitment to human welfare.

Leadership's focus on sustained growth is reflected in the consistent enhancement of academic facilities and infrastructure. Collaborations with industries and research bodies enrich the expertise of faculty while offering students valuable exposure, reinforcing the blend of professional insights with technological advancements.

The institution places great importance on the professional development of its faculty and staff, organising regular Faculty Development Programs (FDPs) and Management Development Programs (MDPs). These programs focus on the latest teaching methods, industry trends, and technological innovations. Faculty and staff are also actively encouraged and sponsored to attend similar programs at other reputable institutions, ensuring they stay current with evolving practices and remain well-equipped to excel in their roles.

The institution also ensures the well-being and job satisfaction of its faculty and staff through various welfare measures, including medical facilities, leave provisions, and professional development incentives. This comprehensive approach supports a motivated workforce that contributes to institutional excellence and growth.

Decentralisation is a key element of the governance model, empowering academic departments and administrative units to make informed decisions. Governance bodies like the Internal Quality Assurance Cell (IQAC) and College Academic Committee involve faculty, student representatives, and department heads, promoting inclusivity and responsive decision-making.

The Institutional Perspective Plan sets both short-term and long-term goals, focusing on improving academic quality, expanding infrastructure, and encouraging innovation. This strategic plan ensures that governance, policies, and operations align with the institution's mission and vision.

The administrative structure promotes participatory governance, encouraging faculty and student involvement in decision-making. Comprehensive policies govern all institutional activities, regularly updated to reflect evolving needs. Transparent recruitment and appointment processes ensure fairness, while the performance appraisal system includes self-reflection, peer feedback, and student evaluations, fostering accountability and continuous improvement.

### **Institutional Values and Best Practices**

Aurora's PG College (MCA) integrates strong institutional values with best practices, creating a supportive, efficient, and socially responsible learning environment. At its core, the college upholds a comprehensive code of conduct that promotes ethics, respect, and inclusivity across the campus. Gender equity and a culture of dignity are actively reinforced, fostering an inclusive atmosphere. The college provides targeted add-on courses in soft skills, communication, and employability to prepare students for a well-rounded career trajectory.

Digitisation is a key initiative, with an ERP system that enhances efficiency across academic, administrative, and financial operations, simplifying processes and improving access to resources. The Learning Management System (LMS) supports digital learning, enabling students to engage remotely with course materials and assessments, while automated systems streamline admissions, fee management, and academic tracking.

Student life is further enriched through various clubs that encourage participation in both co-curricular and

extracurricular activities. Managed by the Student Activity Committee, these clubs develop organisational skills, teamwork, and leadership among students. Ongoing mentorship, counselling, and interactive programs support students' academic and personal growth.

The Green Campus Initiative highlights the college's commitment to sustainability, incorporating LED lighting, a paperless office policy, and waste management collaborations with ITC WoW for responsible disposal. Environmental audits help the college continuously improve its eco-friendly practices. Additionally, the institution's community outreach includes health and eye camps, blood donation drives, and support for local orphanages, fostering awareness and positive change within the local community.

These values and practices support the college's mission to create a forward-thinking, socially conscious environment. By integrating digital advancements, sustainability efforts, and community outreach, Aurora's PG College (MCA) not only enriches the educational experience but also contributes meaningfully to society, shaping students into responsible, socially aware professionals.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |                                              |
|---------------------------------|----------------------------------------------|
| Name                            | AURORA'S PG COLLEGE(MCA)                     |
| Address                         | H.No 1-118/11, Peerzadiguda, Uppal           |
| City                            | Hyderabad                                    |
| State                           | Telangana                                    |
| Pin                             | 500092                                       |
| Website                         | <a href="http://apgcu.ac.in">apgcu.ac.in</a> |

| Status of the Institution |                            |
|---------------------------|----------------------------|
| Institution Status        | Private and Self Financing |

| Type of Institution |                |
|---------------------|----------------|
| By Gender           | Co-education   |
| By Shift            | Regular<br>Day |

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

| Establishment Details      |                    |                               |
|----------------------------|--------------------|-------------------------------|
| State                      | University name    | Document                      |
| Telangana                  | Osmania University | <a href="#">View Document</a> |
| Details of UGC recognition |                    |                               |
| Under Section              | Date               | View Document                 |
| 2f of UGC                  |                    |                               |
| 12B of UGC                 |                    |                               |

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---------------------------------------------------------------|--------------------------------|--------------------|---------|
| AICTE                          | <a href="#">View Document</a>                                 | 04-04-2024                     | 12                 |         |

**Recognitions**

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

**Location and Area of Campus**

| Campus Type      | Address                            | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|------------------|------------------------------------|-----------|----------------------|--------------------------|
| Main campus area | H.No 1-118/11, Peerzadiguda, Uppal | Urban     | 0.5                  | 5813                     |

## 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 |
|-----------------|----------------------------|--------------------|---------------------|-----------------------|---------------------|-------------------------|
| PG              | MBA,Business Management,   | 24                 | Degree              | English               | 300                 | 256                     |
| PG              | MCA,Computer Applications, | 24                 | Degree              | English               | 240                 | 186                     |

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

| Teaching Faculty                                                |           |        |        |       |                     |        |        |       |                     |        |        |       |
|-----------------------------------------------------------------|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|                                                                 | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|                                                                 | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Recruited                                                       | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 0                   | 0      | 0      | 0     |
| Yet to Recruit                                                  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 5         |        |        |       | 13                  |        |        |       | 37                  |        |        |       |
| Recruited                                                       | 2         | 3      | 0      | 5     | 9                   | 4      | 0      | 13    | 15                  | 22     | 0      | 37    |
| Yet to Recruit                                                  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| Non-Teaching Staff                                              |      |        |        |       |
|-----------------------------------------------------------------|------|--------|--------|-------|
|                                                                 | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government              |      |        |        | 0     |
| Recruited                                                       | 0    | 0      | 0      | 0     |
| Yet to Recruit                                                  |      |        |        | 0     |
| Sanctioned by the Management/Society or Other Authorized Bodies |      |        |        | 22    |
| Recruited                                                       | 7    | 15     | 0      | 22    |
| Yet to Recruit                                                  |      |        |        | 0     |

| Technical Staff                                                 |      |        |        |       |
|-----------------------------------------------------------------|------|--------|--------|-------|
|                                                                 | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government              |      |        |        | 0     |
| Recruited                                                       | 0    | 0      | 0      | 0     |
| Yet to Recruit                                                  |      |        |        | 0     |
| Sanctioned by the Management/Society or Other Authorized Bodies |      |        |        | 4     |
| Recruited                                                       | 3    | 1      | 0      | 4     |
| Yet to Recruit                                                  |      |        |        | 0     |

### Qualification Details of the Teaching Staff

| Permanent Teachers     |           |        |        |                     |        |        |                     |        |        |       |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification  | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        |       |
|                        | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                  | 2         | 3      | 0      | 7                   | 1      | 0      | 0                   | 1      | 0      | 14    |
| M.Phil.                | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                     | 0         | 0      | 0      | 2                   | 3      | 0      | 15                  | 21     | 0      | 41    |
| UG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

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

| Part Time Teachers     |           |        |        |                     |        |        |                     |        |        |       |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification  | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        |       |
|                        | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                  | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| M.Phil.                | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| UG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

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

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

| Programme |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------|--------|-----------------------------------------------|-------------------------------|--------------|---------------------|-------|
| PG        | Male   | 232                                           | 7                             | 0            | 0                   | 239   |
|           | Female | 203                                           | 0                             | 0            | 0                   | 203   |
|           | Others | 0                                             | 0                             | 0            | 0                   | 0     |

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

| Category |        | Year 1 | Year 2 | Year 3 | Year 4 |
|----------|--------|--------|--------|--------|--------|
| SC       | Male   | 18     | 11     | 7      | 0      |
|          | Female | 17     | 4      | 8      | 0      |
|          | Others | 0      | 0      | 0      | 0      |
| ST       | Male   | 5      | 0      | 1      | 0      |
|          | Female | 2      | 4      | 1      | 0      |
|          | Others | 0      | 0      | 0      | 0      |
| OBC      | Male   | 136    | 139    | 82     | 0      |
|          | Female | 111    | 95     | 70     | 0      |
|          | Others | 0      | 0      | 0      | 0      |
| General  | Male   | 46     | 73     | 22     | 0      |
|          | Female | 55     | 61     | 36     | 0      |
|          | Others | 0      | 0      | 0      | 0      |
| Others   | Male   | 0      | 0      | 0      | 0      |
|          | Female | 0      | 0      | 0      | 0      |
|          | Others | 0      | 0      | 0      | 0      |
| Total    |        | 390    | 387    | 227    | 0      |

**Institutional preparedness for NEP**

|                                         |                                                                                                                                                                                                          |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Multidisciplinary/interdisciplinary: | Aurora's PG College (MCA) is proactively embracing the National Education Policy (NEP) 2020 by integrating a rich, multidisciplinary approach to its curriculum. As part of its affiliation with Osmania |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <p>University, Aurora follows the academic structure outlined by the university, which has included multidisciplinary elements like open and generic electives since the 2020-21 academic session. Building on this foundation, Aurora's PG College has introduced unique strategies to expand the scope of interdisciplinary learning. The college offers a variety of add-on courses, empowering students to explore subjects that cater to their interests and future career paths. These flexible courses, available both online and offline, are scheduled beyond regular classes, ensuring students have ample opportunity to balance them with their primary studies. Aurora's dedication to a multidisciplinary framework is reflected in its consistent enhancement of these offerings, aiming to fulfil the NEP 2020's vision. Through these efforts, Aurora's PG College is not only aligning with national educational goals but also preparing its students with diverse skills for a successful future.</p>                 |
| 2. Academic bank of credits (ABC): | <p>Aurora's PG College (MCA) is dedicated to aligning with the National Education Policy (NEP) 2020 by emphasising the Academic Bank of Credits (ABC) system. To facilitate a smooth transition to this innovative approach, the college has hosted multiple orientation sessions for both faculty and students, bringing in NEP experts to share insights on the policy's framework and its applications. Students receive step-by-step guidance on registering with the DigiLocker facility through the National Academic Depository (NAD), a key step in accessing the ABC system. Faculty members, having undergone comprehensive training, are well-prepared to support students in creating and managing their ABC accounts effectively. Additionally, the college includes dedicated ABC orientation programs in its induction sessions for new students, providing a clear understanding of the system's benefits and the process involved, setting them up for academic flexibility and success in line with NEP 2020 goals.</p> |
| 3. Skill development:              | <p>Aurora's PG College (MCA) is committed to promoting key skills and attributes among its students and faculty, such as teamwork, creativity, curiosity, reliability, assertiveness, and empathy—qualities essential for academic and professional success. To support this development, the Internal Quality Assurance Cell (IQAC), along with various</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                    | <p>departments, regularly hosts Add-on Courses, Training Programs, and Faculty Development Programs (FDPs) that equip students with practical skills and enrich faculty expertise for academic and related activities. The college has formed partnerships with 14 industry leaders, formalised through Memorandums of Understanding (MoUs), enabling frequent visits from industry professionals who conduct specialised skill-building sessions. Partner organisations like Kapil Guru and Magic Bus hold hands-on workshops covering Advanced Excel, Data Analytics with Power BI, Digital Marketing, and Soft Skills, offering students valuable, intensive training experiences. Aurora's PG College also encourages faculty members to pursue skill enhancement through various programs, offering financial support to aid their professional growth. With a strong focus on continuous skill development, the college ensures that both students and faculty are well-equipped to excel in an evolving career landscape.</p>                                                                                                                                        |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>Aurora's PG College (MCA) is committed to the holistic development of its students by integrating the rich heritage of the Indian Knowledge System (IKS) into its curriculum. Recognising the value of India's diverse cultural and intellectual traditions, the college actively incorporates elements of Indian culture, philosophy, and languages into its teaching methods. The institution supports the use of Indian languages to some extent in classroom instruction and academic discussions, ensuring that students are able to learn and express complex concepts in their native languages facilitating better understanding and preserving and promoting linguistic diversity. The institution emphasises the importance of cultural heritage through various initiatives, such as cultural events, seminars, and workshops, where students are exposed to the wisdom of Indian traditions, ethics, and values. These activities help students develop a deeper connection to their roots while promoting different cultures. The institution also encourages students and staff to pursue courses in Indian languages through online learning portals.</p> |
| 5. Focus on Outcome based education (OBE):                                                                         | <p>Aurora's PG College (MCA) prioritises an Outcome-Based Education (OBE) model, with all academic programs designed to achieve specific, measurable learning outcomes. To drive this approach, the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <p>college emphasises outcome-based surveys, which are crucial for the ongoing assessment and refinement of the educational experience. These surveys primarily evaluate how effectively the curriculum, teaching methods, and academic environment contribute to the intended learning outcomes. By collecting feedback from students, faculty, alumni, and industry partners, Aurora gains a well-rounded view of its performance in achieving educational objectives and identifies opportunities for improvement. Outcome-based surveys are systematically conducted at different academic stages, from course completion through post-graduation, to assess essential areas like knowledge retention, skill acquisition, critical thinking, problem-solving, and job readiness. Insights from this data are analysed to measure the attainment of course and program outcomes, revealing trends, strengths, and potential areas to refine in program delivery. The findings from these surveys guide key strategic decisions, such as curriculum revisions, faculty development initiatives, resource distribution, and the creation of new programs. Aurora also engages all stakeholders in the OBE process: faculty receive training focused on achieving outcome goals, while students are informed about expected learning outcomes at the start of each course. Additionally, feedback from alumni and industry experts enriches the program further, informing the addition of specialised training, certifications, and add-on courses.</p> |
| 6. Distance education/online education: | <p>As per regulations from the affiliating university and statutory bodies, the institution does not have authorisation to conduct programs in Distance Mode. Nonetheless, to enrich the student learning experience, the college provides a selection of online add-on courses, training sessions, and certification programs, offering students valuable pathways for skill enhancement and professional development.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

### Institutional Initiatives for Electoral Literacy

|                                                                          |                                                                         |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, Electoral Literacy Club (ELC) has been established in the college. |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?                                                                                                                                                                                                                                                                                                                                        | To facilitate the efficient operation of the Electoral Literacy Club (ELC), both student coordinators and faculty advisors are designated to lead its activities. The ELC is an active initiative at our college, dedicated to enhancing students' understanding of electoral processes and fostering democratic values. Our Electoral Literacy Club is a diverse assembly, bringing together students from various backgrounds and academic disciplines. This diversity ensures that the club captures a broad range of perspectives, enriching discussions and deepening students' awareness of their civic duties. Through targeted awareness campaigns, interactive events, workshops, and open discussions, the ELC encourages students to engage with essential topics on democracy and the importance of active participation in elections.                                                                                                                                                                                                                                                                                      |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The college is committed to fostering civic engagement, actively promoting voter education and participation among students and faculty alike. To drive awareness, the college has launched a series of online campaigns across social media channels, addressing key electoral themes. These campaigns cover topics such as the importance of voter registration, informed voting, and the promotion of ethical voting practices. Moreover, our outreach highlights the significance of empowering underprivileged communities to vote, stressing each individual's role in creating a fair and representative democracy. By sharing engaging content, the college has successfully reached a broad audience, motivating many to take part in the electoral process. In addition to these online efforts, Aurora's PG College (MCA) directly supported the democratic process in the recent Lok Sabha elections by serving as an official polling location. The college provided eight polling booths on campus, working closely with the district election commission to ensure a well-organised voting experience for the community. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.                                                                                                                                                                                                                               | Aurora's PG College (MCA) is actively engaged in a range of socially impactful projects and initiatives that promote democratic values and encourage participation in the electoral process. These initiatives include surveys, awareness campaigns, content development, and publications, all aimed at fostering a deeper understanding of electoral engagement. Electoral Literacy Surveys: Surveys were conducted to gauge the level of electoral literacy among students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                               | <p>and the surrounding community. These surveys collected insights on awareness of voting rights, the importance of voter registration, and familiarity with the electoral process. Electoral Awareness Campaigns: The college has run awareness initiatives to emphasise the importance of voting. These campaigns include seminars and interactive sessions covering essential topics like the significance of voting, understanding how elections work, and the impact of ethical voting practices. Social Media Outreach: Through engaging social media campaigns, the college has reached a wider audience with infographics and posts on topics such as the value of voting, the role of elections in democracy, the voter registration process, and the importance of informed, ethical voting. Educational Content Creation: Digital materials designed to educate the public on electoral rights and responsibilities have been developed and shared on college WhatsApp groups, enhancing voter awareness within the community. Electoral Volunteer Activities: The college's Electoral Literacy Club has encouraged students and faculty to volunteer during elections, particularly in voter registration drives, contributing to the electoral process firsthand. Collaborations with Electoral Bodies: Partnering with local electoral authorities, the college supported the recent Lok Sabha elections by setting up eight polling booths on campus, facilitating a well-organised voting experience for the community.</p> |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | <p>At Aurora's PG College (MCA), more than 85% of students are registered voters, with many actively participating in the recent Lok Sabha elections. To encourage the remaining students to register, the college's Electoral Literacy Club (ELC) initiated targeted awareness campaigns and social media outreach. Due to these focused efforts, the voter registration rate has now risen to 93%.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 832     | 777     | 614     | 242     | 129     |

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

### 2 Teachers

#### 2.1

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

Response: 57

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

#### 2.2

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 51      | 51      | 43      | 25      | 22      |

### 3 Institution

#### 3.1

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 214.55  | 196.64  | 206.68  | 72.17   | 40.04   |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Upload Supporting Document | <a href="#">View Document</a> |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The institution aligns its courses with the curriculum established by its affiliating body, Osmania University. To facilitate effective delivery and ensure that the curriculum meets industry needs, the college employs a structured process that bridges academic content with practical applications.

The process begins with the Curriculum Analysis Committee, composed of department heads and senior faculty members. This committee conducts a thorough review of the curriculum, considering industry requirements, competitive examination syllabi, and curricula from other universities. By identifying gaps and areas for enhancement, the committee aims to better equip students for their future careers.

Once these gaps are identified, the committee proposes a range of interventions, such as value-added courses, bridge courses, and add-on programs to complement the existing curriculum. These recommendations are then presented to the Governing Body for consideration.

The Governing Body meticulously reviews the proposed interventions and decides on their implementation based on specific needs. Once approved, the institution integrates these enhancements into the academic calendar, ensuring that they align with the schedule set by the affiliating university.

To ensure smooth execution of the academic calendar, the institution has a well-documented process in place. Before each semester, faculty members submit their preferences for the subjects they wish to teach. Based on these preferences and departmental workload, subject allocations are finalised and approved by the Director.

Faculty members are required to prepare essential documents for each assigned subject, including course prerequisites, outcomes, session plans, assignment questions, and a question bank. These session plans encompass lab subjects, projects, and interactive teaching-learning methods (ITL). Faculty also compile course files to give students a clear understanding of the course structure.

The Timetable Preparation Committee drafts the semester timetables based on workload allocation and departmental input, with final approval from the Director. In response to identified curriculum gaps, the institution may allocate additional hours for specific subjects beyond the university's requirements.

To monitor syllabus completion, the institution collects regular status reports from faculty members. If necessary, extra classes are scheduled to cover any remaining content. Faculty members maintain attendance registers and teaching diaries, documenting the topics discussed in each lecture.



Regular meetings among class teachers help identify and support students who may need additional assistance, leading to the organisation of remedial classes. Student feedback is gathered twice per semester for every course, focusing on various aspects of the teaching-learning experience. Internal exams for theory and practical subjects are conducted in accordance with the schedule set by the affiliating university.

To further enrich the curriculum, the institution invites industry experts for guest lectures and organises industry visits to explore content beyond the standard syllabus. Periodic meetings between the Director and Heads of Departments are conducted to ensure the timely completion of the syllabus, thereby reinforcing the institution's commitment to achieving its academic objectives.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 39

| File Description                                                                                              | Document                      |
|---------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs                                    | <a href="#">View Document</a> |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                   | <a href="#">View Document</a> |
| Evidence of course completion, like course completion certificate etc. Apart from the above:                  | <a href="#">View Document</a> |

### 1.2.2

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

**Response:** 78.14

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online

courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 699     | 590     | 432     | 183     | 123     |

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | <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 in transacting the Curriculum***

#### **Response:**

The Institute delivers the curriculum prescribed by Osmania University while also offering a range of value added courses and activities to address various professional, social, and ethical issues, such as gender, environmental sustainability, human values, and professional ethics. The courses and activities offered include:

#### **MBA:**

- 1. Business Law and Ethics:** This course provides a foundational understanding of the legal and ethical standards essential for business management. It equips students with knowledge of the legal and ethical frameworks that govern business operations, enabling them to manage businesses responsibly and ethically.
- 2. Corporate Governance:** This course delves into best management practices, emphasising the creation of transparent systems, management accountability, and the development of a robust organisational culture. Students learn the skills necessary for effective governance, which are crucial for achieving the economic objectives of organisations.
- 3. Corporate Social Responsibility (CSR):** This course explores the integration of policies, practices, and programs designed to promote societal well-being within decision-making processes. As education progresses, CSR becomes increasingly important for fostering self-sustainability and equitable development. Students learn how to apply CSR principles in their future careers.
- 4. Professional Ethics:** Focusing on ethical practices within project management, this course discusses the components of ethical decision-making and the potential barriers to and consequences of such decisions. It prepares students to navigate interpersonal ethics and apply these principles in real-world scenarios.
- 5. Gender and Social Development:** The institution regularly organises various activities related to gender and social development in association with its Women Empower Cell. The activities

encourage students to explore current theories and practices related to social development, gender equality, and the empowerment of women, equipping them with the knowledge to promote these values in their professional lives.

#### MCA:

1. **Professional Ethics:** This course offered as an elective in the fourth semester guides students in understanding the importance of value education, including the principles of harmony within individuals, families, and society. It provides a comprehensive framework for students to follow ethical guidelines in their professional endeavours.
2. **Environmental Science:** This course offered as an elective in the fourth semester emphasises the study of key environmental issues, including pollution control, climate change, resource conservation, and waste management. It provides students with a deep understanding of both the scientific and social aspects of environmental challenges. Additionally, the course prepares students for future research opportunities and careers in environmental science, offering a solid foundation in the field.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

#### 1.3.2

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

**Response:** 75.48

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

**Response:** 628

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

### 1.4 Feedback System

#### 1.4.1

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

**Response:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

| File Description                                                                                                | Document                      |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------|
| Feedback analysis report submitted to appropriate bodies                                                        | <a href="#">View Document</a> |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | <a href="#">View Document</a> |
| Action taken report on the feedback analysis                                                                    | <a href="#">View Document</a> |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted    | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 66.94

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 442     | 390     | 387     | 227     | 0       |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 540     | 540     | 540     | 540     | 0       |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

#### 2.1.2

***Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years***

**Response:** 67.59

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 208     | 199     | 176     | 147     | 0       |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 270     | 270     | 270     | 270     | 0       |

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 16.31

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The Institute adopts the following student-centric practices to enhance student engagement in the teaching-learning process:

## **EXPERIENTIAL LEARNING**

### **1. Mini and Major Project Work:**

- Projects are integrated into the curriculum to develop practical applications, encourage innovation, and enhance learning through hands-on experiences.
- MCA students undertake mini projects at the end of second semester.
- Major projects are carried out by MBA and MCA students during their final year of the program, i.e. III and IV semesters.

### **2. Laboratory Work:**

- Emphasis is placed on laboratory classes to deepen students' understanding of theoretical concepts through experiential learning.
- MCA students engage in at least three laboratory courses each semester as part of the curriculum.
- Additional practice oriented courses are offered beyond the prescribed curriculum to bridge gaps between industry requirements and the university's academic framework.

### **3. Summer Internship:**

- Students of MBA and MCA programs are encouraged to pursue internships at organisations and institutions to transform their innovative ideas into application-oriented products during the summer vacation for 6 weeks of duration before the commencement of III semester.
- With continuous encouragement from faculty and the support of Training and Placement Cell, there has been a significant increase in the number of students taking up internships.

### **4. Industrial Visits:**

- Industrial visits are organised to help students connect theoretical knowledge with practical industry applications.
- These visits are scheduled at least once every academic year to enhance the practical learning experience of students.

## **INTERACTIVE TEACHING LEARNING**

- The institution implements various interactive teaching-learning methodologies in regular classes to enrich students' learning experiences and foster interest in the subjects. These methodologies include:
  - Case studies
  - Debates
  - Group discussions
  - Seminars
  - Quizzes
  - Role plays
- Students are actively encouraged to participate in paper presentations, seminars, and conferences.

- They are also motivated to engage in competitions, scientific exhibitions, and workshops.
- During guest lectures, seminars, workshops, and conferences, students have opportunities to interact with industry experts and academic scholars.
- The institution further promotes participative learning by organising quizzes, debates, group discussions, and role-playing activities.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 92.75

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 55      | 51      | 43      | 36      | 22      |

| File Description                                                                                                          | Document                      |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | <a href="#">View Document</a> |

### 2.4.2

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

**Response:** 31.25

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 11      | 15      | 12      | 12      | 10      |



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

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

The Continuous Internal Evaluation (CIE) system is essential for consistently assessing student performance throughout the academic year, providing a comprehensive view of their learning and development. To enhance the effectiveness and transparency of the CIE, our institution has introduced several reforms aimed at boosting student engagement, improving learning outcomes, and raising overall academic quality.

- **Diversification of Assessment Methods:**

The CIE now employs a wider array of assessment tools to evaluate students across various dimensions. In addition to traditional written exams, methods such as quizzes, group discussions, presentations, case studies, and project-based assessments have been integrated. This multifaceted approach allows for a more holistic evaluation of student learning, measuring not only theoretical understanding but also critical thinking, problem-solving, and communication skills.

- **Introduction of Formative Assessments:**

Formative assessments are now part of the CIE, providing continuous feedback to students about their progress. These assessments, designed to be low-stakes and administered at regular intervals throughout the semester, enable students to identify areas for improvement early on and promote self-directed learning. Constructive feedback from instructors helps students adjust their learning strategies effectively.

- **Weightage for Class Participation and Attendance:**

To encourage active engagement, the CIE allocates a portion of the internal evaluation to class participation and attendance. This change motivates students to attend classes regularly, contribute to discussions, and engage in collaborative learning activities. It fosters an interactive environment where students are incentivised to take an active role in their education.

- **Integration of Technology in Evaluation:**

The institution has embraced digital platforms to streamline the CIE process. Online quizzes, automated grading systems, and digital submission portals have been implemented, simplifying participation in evaluations and assessment management for faculty. These technologies enable

quick feedback and data-driven insights into student performance, enhancing overall evaluation efficiency.

- **Focus on Skill-Based Evaluation:**

Reflecting industry needs, the CIE now emphasises practical and professional skill assessments. Laboratory work, internships, and project-based evaluations are weighted significantly, ensuring students are judged on their ability to apply theoretical knowledge in real-world contexts. This focus helps bridge the gap between academia and industry, making students more employable.

- **Transparent Grading and Feedback Mechanism:**

The institution has adopted a transparent grading system that allows students to access their performance records and understand the rationale behind their grades. Detailed feedback is provided after each evaluation, highlighting strengths and areas for improvement. This transparency builds trust between students and faculty and encourages ongoing development.

- **Faculty Induction Programs for Effective Evaluation:**

To support these reforms, faculty induction programs have been established for new staff. These programs focus on best practices in assessment design, feedback techniques, and student engagement strategies. Faculty members receive training on effectively using diverse assessment tools, ensuring consistency and fairness in the evaluation process.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

The institution ensures that the Programme Outcomes (POs) and Course Outcomes (COs) for all its academic programmes are clearly defined, communicated, and aligned with educational objectives. These outcomes play a vital role in guiding both faculty and students in achieving the desired competencies throughout the course of study.

**Programme Outcomes (POs)**

Programme Outcomes (POs) represent the broad goals that graduates of a particular programme are expected to achieve upon completing their course. These outcomes are aligned with the educational mission of the institution and cover a range of skills and competencies, including subject expertise, critical thinking, problem-solving, ethical conduct, communication, and lifelong learning. The institution has formulated POs and Program Specific Outcomes (PSOs) for MBA and MCA programs, ensuring that students are prepared to meet industry demands and societal needs.

**Course Outcomes (COs)**

Course Outcomes (COs) are specific, measurable objectives that each course within a programme aims to achieve. These outcomes are carefully designed to reflect the competencies students should acquire by the end of the course. Each CO is aligned with the broader Programme Outcomes (POs) to ensure coherence in the learning process and skill development.

The COs are further broken down into specific skills or knowledge areas, which are regularly assessed through Continuous Internal Evaluation (CIE) and end-semester examinations. This ensures that students achieve the expected learning outcomes through a combination of theory, practical applications, and industry-related projects.

### Display of POs and COs on the Website

To ensure transparency and provide easy access, the institution displays the POs, PSOs and COs for all programmes on its official website. This ensures that students, faculty, parents, and stakeholders are aware of the expected outcomes and can align their efforts accordingly. The POs and COs are made available at the beginning of each academic year and are accessible to anyone who wishes to understand the learning objectives of a particular course or programme.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

The attainment of Programme Outcomes (POs) and Course Outcomes (COs) at the institution is systematically evaluated using both direct and indirect methods. This evaluation ensures continuous improvement in the academic programmes and student performance. Each department conducts an annual assessment of the POs and COs, documenting the results and using the data for future enhancements.

### Attainment of POs

The Programme Outcomes (POs) are assessed upon student graduation, meaning the evaluation process occurs yearly. Each department ensures that the POs are consistently evaluated and refined to meet evolving educational and industry standards. The following steps outline the process of PO attainment assessment:

1. **Direct Assessment Methods:** Direct assessment mechanisms are identified by the Internal Quality Assurance Cell (IQAC). These include:
  - Assignments

- Internal Examinations
- External Examinations
- Seminars
- Group discussions
- Case Studies

**2. Indirect Assessment Methods:** Indirect assessment mechanisms are also employed, involving feedback from students, faculty, alumni, and employers. IQAC will prepare survey forms for this purpose, such as:

- Course surveys
- Exit surveys
- Faculty surveys
- Alumni Surveys
- Employer Surveys

**3. Data Collection Process:** The institution organises data collection annually through various committees:

- IQAC gathers assignment results from the Examination Cell.
- Examination Cell compiles results from examinations, seminars, group discussions, etc.
- The Placements and Training Committee (PTC) collects placement data and forwards it to IQAC.
- IQAC conducts course and faculty surveys, forwarding results to College Academic Committee (CAC).

**4. Evaluation and Review:** After data collection, the results are evaluated by CAC. The data is reviewed to determine whether the POs have been attained. If the outcomes fall short of the targets, necessary revisions to the POs are made by CAC, and the Governing Body. Updated POs are documented, published, and communicated to all stakeholders.

### Attainment of Program-Specific Outcomes (PSOs)

Program-Specific Outcomes (PSOs) are assessed using a similar process to POs but over a longer timeframe. The evaluation begins two to three years after students graduate to account for career progress and the application of their knowledge in specific fields. Data collected from alumni, employers, and job placement records form the basis for evaluating PSO attainment.

### Attainment of Course Outcomes (COs)

The attainment of Course Outcomes (COs) is measured at the end of each semester. The institution conducts course surveys after final examinations, where students provide feedback on individual courses. Faculty surveys are also employed to assess whether the course objectives have been met. The data from these surveys is analysed to determine if the COs are attained and if adjustments need to be made in teaching methodologies, course content, or assessment patterns.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### 2.6.3

**Pass percentage of Students during last five years (excluding backlog students)****Response:** 99.33**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 194     | 361     | 212     | 13      | 104     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 199     | 361     | 213     | 13      | 104     |

| <b>File Description</b>                                                                                                                                                                               | <b>Document</b>               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format                                                                                                                                                           | <a href="#">View Document</a> |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | <a href="#">View Document</a> |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students                                                                                              | <a href="#">View Document</a> |

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.04

| <b>File Description</b>                                      | <b>Document</b>               |
|--------------------------------------------------------------|-------------------------------|
| Upload database of all students on roll as per data template | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 7.6

**3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 3.25    | 2.25    | 1.5     | 0       | 0.60    |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The institution has developed a strong foundation for innovation, inspired by the principles of the Indian Knowledge System (IKS), with a focus on nurturing creativity, entrepreneurship, and Intellectual Property Rights (IPR) awareness. This ecosystem features an IPR Cell, an Incubation Center, and a dedicated Research & Development (R&D) Cell, all closely aligned with the Ministry of Education's Institution Innovation Council (IIC). Together, these centres actively support the generation and sharing of knowledge and technology, creating pathways for impactful innovation and growth.

#### **Indian Knowledge System (IKS):**

In alignment with the Ministry of Education's IKS Cell, the institution actively promotes IKS by conducting workshops and special sessions that introduce students to India's rich heritage and traditional methodologies. By bridging ancient wisdom with contemporary challenges, this initiative empowers students to apply traditional knowledge to modern issues, enhancing their ability to leverage both historical and current insights.

**Intellectual Property Rights (IPR) Cell:**

The establishment of the IPR Cell has been pivotal in raising awareness about the importance of intellectual property protection. The cell organises workshops and training sessions aimed at guiding students and faculty through the processes of securing patents, trademarks, and copyrights. This commitment to promoting innovation has led to the successful filing of several copyrights by faculty members, underscoring the institution's dedication to intellectual property rights.

**Incubation Center:**

In collaboration with Osmania Technology Business Incubator (OTBI), the institution's Incubation Center provides students with a platform to develop and pitch entrepreneurial ideas. The centre offers mentorship, infrastructure, and access to essential resources, helping to transform innovative concepts into viable business ventures. By connecting students with industry experts and informing them about government funding schemes, the centre has successfully nurtured several startups.

**Research & Development (R&D) Cell:**

The R&D Cell plays a vital role in enhancing research activities within the institution. It organises programs to keep faculty updated on the latest technologies and research trends, especially in data science and emerging fields. The cell supports faculty in pursuing research projects, publishing papers, and attending conferences, thus strengthening the institution's research output.

**Ministry of Education's Institution Innovation Council (IIC):**

The IIC drives innovation and entrepreneurship on campus by organising idea competitions, hackathons, and mentorship programs. This council collaborates closely with the IPR Cell and Incubation Center, ensuring that students receive the necessary support to transform their innovative ideas into successful ventures.

**Transfer of Knowledge and Technology:**

Knowledge and technology transfer are prioritised through strategic partnerships with industry, research organisations, and government agencies. These collaborations provide real-world insights that enrich academic and research activities. Regular workshops, internships, and guest lectures, including collaborations with organisations like ExcelR Edu Tech Pvt. Ltd. and Kapil Guru, further enhance the learning environment.

**Outcomes:**

The institution's innovation ecosystem has produced significant outcomes, including the successful launch of startups from the Incubation Center and patent filings supported by the IPR Cell. The R&D Cell and the IIC have cultivated a culture of creativity and entrepreneurship. Collectively, these initiatives empower students and faculty to drive innovation, promote collaboration, and make meaningful contributions to society.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

**3.2.2**

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

**Response:** 48

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 21      | 13      | 7       | 1       | 6       |

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

**3.3 Research Publications and Awards****3.3.1**

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

**Response:** 0.05

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 0       | 0       | 0       |



| File Description                                                                                                        | Document                      |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | <a href="#">View Document</a> |
| Link to re-directing to journal source-cite website in case of digital journals                                         | <a href="#">View Document</a> |
| Links to the papers published in journals listed in UGC CARE list or                                                    | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                             | <a href="#">View Document</a> |

### 3.3.2

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

**Response:** 0.14

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 7       |

| File Description                                                                                                                         | Document                      |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of chapter/book along with the links redirecting to the source website                                                              | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                              | <a href="#">View Document</a> |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | <a href="#">View Document</a> |

## 3.4 Extension Activities

### 3.4.1

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

**Response:**

In the past five years, the institution has prioritised the holistic development of its students by actively engaging them in a variety of extension activities. These initiatives, organised in partnership with the Extension Activities Cell, Women Empowerment Cell, and Eco Club, have not only made a positive impact on the local community but also heightened students' awareness of critical social issues, fostering their personal growth and sense of social responsibility.

### **Initiatives by the Extension Activities Cell**

The Extension Activities Cell collaborates with organisations such as the Samskruthi Foundation, Prakrithi, and the Nature Club to facilitate community engagement and environmental protection programs. These initiatives provide students with meaningful opportunities to contribute to social service while gaining insights into pressing social and environmental concerns.

**Community Health Camps:** The Extension Activities Cell regularly organises free health camps in nearby villages, offering medical check-ups, vaccinations, and health education. These camps improve health conditions for underprivileged communities and give students hands-on experience in addressing public health challenges.

**Clean and Green Campaigns:** In partnership with the Nature Club, the cell conducts cleanliness and environmental awareness drives to promote hygiene and sanitation within local communities. These campaigns instil a strong sense of civic responsibility in students while emphasising the importance of maintaining clean surroundings and caring for environmental health.

**Educational Outreach:** The cell also runs tutoring programs and educational workshops for underprivileged children in nearby schools. This initiative aims to enhance learning outcomes and raise awareness among students about the importance of education and social equity.

### **Initiatives by the Women Empowerment Cell**

The Women Empowerment Cell, in collaboration with organisations like the Confederation of Women Entrepreneurs (COWE), Golden Women, and ALEAP, focuses on promoting gender equality and women's empowerment through skill development and advocacy.

**Skill Development Programs:** The cell offers vocational training in areas such as tailoring, computer literacy, and entrepreneurship for women in the community. These programs equip women with valuable skills, fostering financial independence and providing students with insights into women's empowerment and economic inclusion.

**Workshops and Seminars:** In partnership with organisations like ALEAP, the Women Empowerment Cell conducts seminars on women's rights, gender sensitivity, and self-defence. These sessions empower both students and community members with the knowledge to challenge gender biases and navigate societal challenges.

**Awareness Campaigns:** The cell also runs awareness campaigns on issues such as domestic violence, sexual harassment, and reproductive health, collaborating with healthcare and advocacy organisations. These initiatives educate students and the community, reinforcing respect and support for women's rights.

### Initiatives by Prakrithi, the Nature Club

Prakrithi, in collaboration with local environmental groups like ITC WoW, leads initiatives to raise environmental awareness and promote sustainability through various activities.

**Tree Plantation Drives:** The club organises tree planting events in local areas, increasing green cover and encouraging students to engage in climate change mitigation efforts. These activities cultivate a sense of environmental stewardship and responsibility among students.

**Recycling Projects:** Recycling initiatives, in partnership with organisations like ITC WoW, educate students and community members about waste management and sustainability. These projects aim to reduce waste and encourage eco-friendly living practices.

Through these comprehensive initiatives, the institution is not only enhancing the personal and social growth of its students but also making a lasting impact on the community and the environment.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### 3.4.2

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

##### Response:

The institution has been consistently recognised for its impactful extension activities focused on community service and awareness. Among the notable accolades are appreciation certificates for organising multiple blood donation camps in collaboration with esteemed organisations like the Telangana Vaidya Vidhana Parishad, Lions Club, and the Red Cross Society. These initiatives highlight the institution's commitment to addressing the critical need for blood donations, thereby supporting healthcare systems and saving lives.

Additionally, the institution has received commendations for conducting health awareness camps, particularly in partnership with the Vijaya Diagnostic Centre. These camps have offered valuable healthcare screenings and medical advice to the public, promoting preventive healthcare and overall well-being. The recognition from the Vijaya Diagnostic Centre emphasises the institution's efforts in extending medical support to underserved communities and enhancing health consciousness.

The institution also plays an active role in cancer awareness, exemplified by its participation in the Cancer Awareness Run organised by the Grace Cancer Foundation. This initiative has garnered appreciation for its effectiveness in raising awareness about cancer prevention, early detection, and treatment options, significantly impacting public health education.

Further solidifying its reputation in technology and education, the institution was honoured with the Best

Emerging Student Branch Award by the Computer Society of India. This recognition underscores the institution's dedication to fostering innovation, professional development, and community engagement among its students.

These awards and recognitions affirm the institution's commitment to holistic development and community outreach, making meaningful contributions to society through health, education, and social service initiatives.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### 3.4.3

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

**Response:** 15

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 4       | 4       | 3       | 2       | 2       |

| File Description                                                                                                                                                                   | Document                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates.                                                                                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                                                                        | <a href="#">View Document</a> |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | <a href="#">View Document</a> |

## 3.5 Collaboration

### 3.5.1

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

*five years.*

**Response: 8**

| <b>File Description</b>                                                                                            | <b>Document</b>               |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | <a href="#">View Document</a> |
| List of year wise activities and exchange should be provided                                                       | <a href="#">View Document</a> |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise     | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                        | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The institution is committed to offering modern, accessible facilities that support academic, co-curricular, and extracurricular growth. The management ensures that all infrastructure meets current statutory standards and provides a fully accessible environment, including ramps to accommodate students with special needs.

#### Classrooms

The institution houses 20 spacious, fully-furnished classrooms equipped with modern teaching tools, such as LCD projectors and Wi-Fi, ideal for lectures, presentations, and interactive sessions. Each classroom is monitored with CCTV to maintain a secure environment.

#### Laboratories

Four advanced computer labs are available, featuring i3 and i5 systems, uninterrupted power, and high-speed connectivity. These labs are equipped with the latest software required for coursework, adhering to the university's curriculum. A Central Computing facility is also available to students and faculty, enhancing digital learning.

#### ICT Facilities

To enrich the learning experience, the institution offers extensive ICT resources, including smart classrooms with interactive whiteboards, digital projectors, and reliable high-speed internet. Tools like Zoom support virtual lectures and collaborative sessions, promoting flexible learning. Students also benefit from multimedia resources and collaboration platforms, such as Google Workspace, backed by a dedicated IT team for uninterrupted functionality.

#### Learning Management System

The institution utilises Creatrix ERP to streamline academic processes, enabling faculty to create, manage, and deliver courses effectively. The system supports multimedia content, quizzes, assignments, and discussion forums, alongside modules for scheduling, assessments, and examination management.

### Facilities for Cultural, Sports, and Yoga Activities

Two large seminar halls provide spaces for academic, cultural, and extracurricular activities, each equipped with ICT tools for presentations, virtual meetings, and streaming content from platforms like Swayam. A dedicated yoga room offers space for yoga and related activities. Indoor sports facilities, including Carroms, Chess, and Table Tennis, are also available. A designated coordinator ensures these facilities remain accessible and well-maintained.

### Additional Institutional Facilities

- Designated rooms for key functions, such as the IQAC, Entrepreneurship Cell, Research and Development Cell, Examination Cell, and Training & Placement Cell, each fully furnished and equipped.
- A first-aid and medical room with on-call medical support and regular visits from a healthcare professional.
- Boardroom with ICT capabilities.
- Specially designed ground-floor restrooms for differently-abled
- Separate common rooms for male and female students.
- Sanitary napkin vending machine with an incinerator.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

#### 4.1.2

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

**Response:** 28.78

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 58.56   | 46.80   | 76.16   | 18      | 10.57   |

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

The institution's library is fully automated with advanced digital capabilities, utilising NewGenLib software as part of its Integrated Library Management System (ILMS). This system streamlines key functions such as cataloging, circulation, and resource management, making it simple for students and faculty to access a vast range of materials. With NewGenLib, users can efficiently search, reserve, borrow, and return resources, both on-site and remotely, enhancing convenience and accessibility.

The library houses a collection of 19,837 volumes of books, including 12,452 e-books. It subscribes to 14 international and national journals for the MBA program and 12 international and national journals for the MCA program, supporting the research and academic needs of these courses.

Beyond its physical collection, the library offers access to an extensive array of e-resources, including e-books, e-journals, and academic databases. Through the Knimbus digital library platform, faculty and students can explore a comprehensive collection of scholarly materials, accessible anytime and from any location. Knimbus provides a user-friendly interface for discovering and using digital resources, enhancing the institution's academic and research capabilities.

The library is also connected to DelNet (Developing Library Network), expanding access to additional resources through inter-library loans. DelNet links the institution with a vast network of libraries, allowing users to borrow books, journals, and other research materials that are not available in the institution's own collection. This partnership greatly enhances the depth of resources available to both students and faculty.

By subscribing to leading academic journals, databases, and e-resources, the library keeps pace with the evolving demands of academia. Faculty members rely on these resources for curriculum development, research, and professional growth, while students benefit from them in their studies, projects, and research.

The integration of NewGenLib, Knimbus, and DelNet, along with the library's extensive collection,



ensures optimal utilisation of resources. It serves as a central academic hub, promoting continuous learning, research, and intellectual engagement.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 4.3 IT Infrastructure

### 4.3.1

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

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

#### Response:

The institution is committed to maintaining and upgrading its IT infrastructure to meet the growing demands of academic and administrative functions. IT facilities are regularly updated to ensure seamless access to digital resources and efficient communication across campus.

#### Wi-Fi and Internet Connectivity

The campus is fully equipped with high-speed Wi-Fi, ensuring uninterrupted internet access throughout the premises. The Wi-Fi network supports both academic and administrative tasks, providing students and faculty with the necessary bandwidth to access online learning platforms, e-resources, and digital collaboration tools. The institution last upgraded its Wi-Fi infrastructure in March 2024, enhancing coverage and connectivity speed to accommodate increasing data demands.

#### Internet Bandwidth

The institution currently provides 500mbps of internet bandwidth, ensuring that all users experience fast and reliable connectivity. This bandwidth supports multiple activities, including virtual classes, video conferencing, research, and online assessments, enabling smooth academic and administrative operations.

#### IT Facility Upgrades

The institution frequently updates its IT facilities to keep pace with technological advancements and educational requirements. Recent updates include:

- August 2018: Installation of new high-speed routers to expand Wi-Fi coverage and improve signal strength in all areas of the campus.
- March 2024: Enhancement of internet bandwidth from 300mbps to 500mbps to support increased

digital activities and online learning.

- April 2024: Upgrade of servers and network infrastructure to enhance security and ensure uninterrupted access to IT services.

These consistent IT upgrades demonstrate the institution's commitment to providing state-of-the-art digital infrastructure, fostering an environment conducive to modern education and research activities.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

#### 4.3.2

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

**Response:** 3.62

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

Response: 230

| File Description                                                                                          | Document                      |
|-----------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased                                     | <a href="#">View Document</a> |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | <a href="#">View Document</a> |

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

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

**Response:** 4.85

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 10.75   | 10.29   | 9.46    | 2.88    | 2.02    |

| File Description                                                                                                                                                                                                                | Document                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format                                                                                                                                                                                     | <a href="#">View Document</a> |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 71.94

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 624     | 575     | 422     | 156     | 89      |

| File Description                                                                                                            | Document                      |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority.                               | <a href="#">View Document</a> |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | <a href="#">View Document</a> |
| Upload policy document of the HEI for award of scholarship and freeships.                                                   | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                 | <a href="#">View Document</a> |

#### 5.1.2

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

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

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

| File Description                                                                                                                                                                                                                | Document                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | <a href="#">View Document</a> |
| Report with photographs on ICT/computing skills enhancement programs                                                                                                                                                            | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                                                                                                                     | <a href="#">View Document</a> |

**5.1.3**

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

**Response:** 40.48

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 356     | 352     | 225     | 13      | 104     |

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

**5.1.4**

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

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

| File Description                                                                                                                       | Document                      |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance                                               | <a href="#">View Document</a> |
| Proof related to Mechanisms for submission of online/offline students' grievances                                                      | <a href="#">View Document</a> |
| Proof for Implementation of guidelines of statutory/regulatory bodies                                                                  | <a href="#">View Document</a> |
| Details of statutory/regulatory Committees (to be notified in institutional website also)                                              | <a href="#">View Document</a> |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | <a href="#">View Document</a> |

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 65.5

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 230     | 242     | 123     | 13      | 87      |

**5.2.1.2 Number of outgoing students year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 370     | 361     | 213     | 13      | 104     |

| File Description                                                                                                                                                                                         | Document                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website) | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                                                                                              | <a href="#">View Document</a> |

### 5.2.2

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

**Response: 0**

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

## 5.3 Student Participation and Activities

### 5.3.1

**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response: 5**

**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 4       | 1       | 0       | 0       | 0       |

| File Description                                             | Document                      |
|--------------------------------------------------------------|-------------------------------|
| list and links to e-copies of award letters and certificates | <a href="#">View Document</a> |
| Institutional data in the prescribed format                  | <a href="#">View Document</a> |

### 5.3.2

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

**Response:** 3.4

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 4       | 3       | 4       | 3       | 3       |

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The Alumni Association at the institution is an essential part of its growth, fostering strong connections between past graduates and the college to create a collaborative and supportive environment. Each year, alumni from around the globe return for an annual meet, where they engage with current students, share insights, and contribute to the institution's development.

Alumni actively participate in the college's Internal Quality Assurance Cell (IQAC), playing an integral role in enhancing teaching practices and contributing to curriculum design as members of the College Academic Committee. Their industry expertise helps ensure the curriculum remains relevant and aligned with real-world requirements.



Regularly invited as guest lecturers, resource persons for workshops, and judges for events, alumni share valuable professional knowledge and current industry trends with students, helping to prepare them for future careers. They also provide sponsorships for college fests, contributing to vibrant academic and cultural events that enrich campus life.

During alumni meets, feedback surveys are conducted to gather insights on market demands, employer expectations, and any curriculum updates needed. This feedback plays a crucial role in shaping the academic programs, ensuring they meet evolving job market needs. Alumni also provide guidance on placement opportunities, helping students explore emerging career paths.

The Alumni Association contributes financially as well, with a donation of ₹500 per alumnus going toward a scholarship fund to support financially challenged students. Membership fees are directed toward various activities, from event organisation to industry training programs that benefit current students.

Alumni who have ventured into entrepreneurship offer support to students with innovative ideas, providing incubation and acceleration opportunities to help them launch successful startups. The institution proudly maintains a broad alumni network, with graduates holding key positions in companies like Cognizant, Deloitte, Infosys, Wipro, HSBC, and ICICI Bank.

Beyond academic contributions, alumni are involved in the college's governance, taking on roles in academic and administrative committees and regularly attending important events such as Annual Day and industry interaction sessions.

In addition to their contributions on campus, alumni demonstrate a strong commitment to social impact through community service projects like blood donation camps, blanket and book donations, and mentorship programs for local communities. These efforts reflect their dedication to social responsibility and alignment with the institution's values.

Overall, the Alumni Association is a cornerstone of the institution's progress, providing not only financial support and academic involvement but also mentorship and guidance for students. Their commitment strengthens the college community, connecting alumni and students and promoting growth and success for all.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### Response:

The governance and leadership at the institution are strongly committed to fulfilling its vision and mission, embedding excellence, growth, and social relevance into every facet of its operations.

#### Vision and Mission

The institution envisions "achieving high standards of excellence in management and computer education and research by merging professional insights, advanced technologies, an enriching learning atmosphere, and a commitment to societal relevance." The mission centres on developing high-caliber management professionals ready to succeed in the global market and grooming software experts proficient in cutting-edge technologies, with a focus on lifelong learning and contributing to human welfare.

#### Key Institutional Practices Reflecting Vision and Mission

##### Implementation of NEP 2020

In line with the NEP 2020, the institution promotes a multidisciplinary and flexible academic approach. The curriculum blends management and computer education with skill-based learning, fostering critical thinking, creativity, and comprehensive understanding. Focus on emerging technologies enables students to remain industry-ready, aligning with the mission to nurture professionals adaptable to technological change. Electives, internships, and interdisciplinary projects further develop students' global market readiness, preparing graduates to drive both economic and social advancements.

##### Sustained Growth

Leadership's commitment to growth is reflected in continuous academic and infrastructural advancements. Regular upgrades to IT resources and smart classrooms create a dynamic, tech-forward learning environment. Collaborations with industries and research organisations boost faculty expertise and offer students practical exposure, embodying the vision of fusing professional insight with cutting-edge technologies and contributing to excellence in education and research.

##### Decentralised and Participative Governance

Decentralisation is a core element of the institution's governance, empowering academic departments and administrative units to make collaborative, informed decisions. Faculty, student representatives, and department heads actively participate in decision-making processes through the Internal Quality Assurance Cell (IQAC), the College Academic Committee, the Governing Body, and other institutional committees. This participative governance approach ensures inclusive, responsive leadership that aligns with the institution's mission of preparing students to thrive globally.

**Institutional Perspective Plan**

The institution's Institutional Perspective Plan outlines both immediate and long-term goals. Short-term goals include enhancing academic standards, increasing research productivity, and improving student services. Longer-term objectives aim to expand infrastructure, foster innovation, and establish centres of excellence in management and computer science. This plan, which emphasises continuous improvement, supports students and faculty in achieving professional excellence while reinforcing the institution's commitment to societal relevance.

Through these initiatives, the institution actively upholds its vision and mission, preparing students to excel in their fields and encouraging contributions to both industry and society.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

**6.2 Strategy Development and Deployment****6.2.1**

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

**Response:**

The institutional Perspective Plan is a long-term strategic document that serves as a roadmap for the sustained growth and development of the institution. It aligns with the institution's vision to achieve high standards of excellence in education and research and its mission to produce highly competent professionals ready for the global market. The successful deployment of this Perspective Plan is evident in various aspects of institutional governance, including policies, administrative structure, appointment processes, service rules, and operational procedures.

**Effective Deployment of Perspective Plan**

The institution's Perspective Plan is effectively deployed through a well-organised governance structure that ensures smooth and efficient functioning. Key institutional bodies, such as the Governing Body, College Academic Committee, Internal Quality Assurance Cell (IQAC), and various committees oversee the implementation of this plan. These bodies play an instrumental role in translating the long-term vision into actionable steps that guide the institution's growth, innovation, and academic excellence.

The Internal Quality Assurance Cell (IQAC) ensures continuous quality improvement in teaching, learning, and administrative processes. IQAC uses inputs from various stakeholders, including faculty, students, alumni, and industry experts, to align institutional strategies with the evolving needs of academia and industry. This alignment is a direct reflection of the Perspective Plan's focus on academic excellence and relevance.

## **Administrative Setup and Policies**

The institution has a robust administrative setup that is decentralised, allowing efficient decision-making at multiple levels. The management delegates responsibilities to various committees and departments, encouraging participatory governance. This decentralisation empowers faculty, staff, and students to actively contribute to institutional growth and ensures a dynamic and inclusive working environment.

Comprehensive policies govern all major activities, including academic, research, infrastructure development, and student services. These policies are regularly updated to keep pace with the institution's evolving needs and the broader trends in education. For instance, policies related to NEP 2020 implementation, research promotion, faculty development, and student welfare reflect the institution's commitment to fostering a conducive academic environment that aligns with its Perspective Plan.

## **Appointment and Service Rules**

Appointments within the institution, from faculty to administrative staff, follow transparent and merit-based recruitment processes. The institution adheres to well-defined service rules and procedures that govern appointments, promotions, and other HR activities, ensuring fairness and accountability. These rules are in line with the regulatory guidelines provided by statutory bodies, ensuring compliance and efficiency in managing human resources.

The institution also has a well-established code of conduct for both faculty and students, which is strictly enforced. This ensures discipline, professionalism, and ethical standards, further contributing to the institution's mission of producing high-caliber professionals.

## **Service Rules and Procedures**

The institution's service rules include comprehensive guidelines on employment terms, working conditions, leave policies, and performance appraisals. These rules ensure that all employees, both teaching and non-teaching, have a clear understanding of their roles and responsibilities. Periodic performance reviews are conducted, and opportunities for professional development are provided in line with institutional goals.

## **Conclusion**

The institutional Perspective Plan is seamlessly integrated into the day-to-day functioning of the institution. The governance bodies, administrative setup, policies, appointment procedures, and service rules all work in unison to ensure that the institution's vision and mission are achieved. Through its transparent, inclusive, and efficient operational practices, the institution continues to grow and evolve, meeting both short-term and long-term objectives.

| File Description                                                       | Document                      |
|------------------------------------------------------------------------|-------------------------------|
| Upload Additional information                                          | <a href="#">View Document</a> |
| Institutional perspective Plan and deployment documents on the website | <a href="#">View Document</a> |

**6.2.2*****Institution implements e-governance in its operations***

- 1.Administration**
- 2.Finance and Accounts**
- 3.Student Admission and Support**
- 4.Examination**

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

| File Description                                                                                                             | Document                      |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI                                                | <a href="#">View Document</a> |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document                        | <a href="#">View Document</a> |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | <a href="#">View Document</a> |

**6.3 Faculty Empowerment Strategies****6.3.1**

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

The institution is deeply committed to supporting the well-being, professional growth, and career advancement of its teaching and non-teaching staff. A robust performance appraisal system, a suite of welfare benefits, and comprehensive career development opportunities create a supportive environment that motivates and retains a highly skilled workforce, contributing significantly to the institution's success.

**Performance Appraisal System**

The institution implements a fair and transparent performance appraisal system for all staff. Teaching

staff are evaluated on key aspects such as teaching quality, research output, student feedback, and participation in extracurricular activities. Faculty engagement in continuous learning through professional development programs, seminars, and workshops also plays a role in the appraisal process, emphasising a commitment to professional growth.

For non-teaching staff, the focus is on job efficiency, technical skills, and contributions to administrative tasks. Annual reviews guide decisions on promotions, salary increases, and incentives, promoting excellence across all roles.

### **Welfare Measures**

The institution provides a range of welfare benefits to support the well-being and satisfaction of all staff members, including:

- **Healthcare Support:** Access to medical services through on-campus facilities, tie-ups with local hospitals, and regular medical camps. Group health insurance is also provided.
- **Leave Entitlements:** Staff have access to casual, medical, maternity, and academic leave for research or educational pursuits.
- **Financial Security through Provident Fund (PF):** All eligible employees are enrolled in the PF scheme, offering future financial security.
- **ESI Coverage:** Employees receive ESI benefits for healthcare support, adding an extra layer of medical security.
- **Children's Education Allowance:** A family-supportive benefit that helps cover educational costs for staff children.
- **Retention Allowance for Senior Faculty:** Recognising the experience and contributions of senior faculty, retention allowances help retain valued members of the team.
- **Complimentary Cell Phone Services:** Communication support is provided with free cell phone services for all employees.

### **Career Development and Progression**

Continuous learning and professional development are cornerstones of the institution's career support programs:

- **Faculty Development Programs (FDPs), Workshops, and Skill Enhancement Initiatives:** Regular programs are organised to help teaching and non-teaching staff stay current with new skills and knowledge in their fields.
- **Promotion and Incentive Linkages:** Incentives and promotions are directly tied to performance in teaching, research, and administrative responsibilities.
- **Sponsorships for Conferences, Seminars, and Workshops:** Faculty are provided financial support to attend both national and international events, contributing to professional growth.
- **Research and Publication Support:** Faculty are encouraged to publish in peer-reviewed journals, with institutional sponsorship promoting academic excellence.
- **Professional Body Memberships:** Membership fees for industry-relevant organisations are covered, allowing faculty to engage with industry developments.
- **Support for Higher Education and Online Courses:** Staff are motivated to pursue higher studies and enrol in online courses, with institutional support available to advance their career paths.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

**6.3.2**

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

**Response:** 53.13

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 22      | 29      | 29      | 12      | 10      |

| File Description                                                                                                                                                 | Document                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Policy document on providing financial support to teachers                                                                                                       | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                                                      | <a href="#">View Document</a> |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.                         | <a href="#">View Document</a> |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies | <a href="#">View Document</a> |

**6.3.3**

***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

**Response:** 60.83

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 54      | 41      | 44      | 26      | 26      |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 26      | 26      | 26      | 22      | 22      |

| File Description                                                                                                                     | Document                      |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                          | <a href="#">View Document</a> |
| Copy of the certificates of the program attended by teachers.                                                                        | <a href="#">View Document</a> |
| Annual reports highlighting the programmes undertaken by the teachers                                                                | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The institution has developed clear strategies to mobilise and efficiently utilise resources and funds from diverse sources, reinforcing transparency and accountability through regular internal and external financial audits.

#### Sources of Funds

The primary revenue source is tuition fees collected from students, adhering strictly to the fee structure set by the Telangana Admissions and Fee Regulatory Committee (TAFRC) for both MBA and MCA programs. Additionally, the institution receives valuable contributions from alumni and philanthropists, which supplement its core revenue and provide additional financial support for various initiatives and sustainable growth.



### Utilisation of Funds

Funds are allocated strategically across key areas to support institutional goals and operations:

- **Maintenance and Infrastructure Development:** A significant budget portion is allocated for infrastructure upkeep and new facility construction to support evolving academic and operational needs.
- **Salaries for Faculty and Staff:** A considerable share of the budget is dedicated to compensating teaching and non-teaching staff, helping to attract and retain skilled professionals.
- **Research and Development:** The institution prioritises funds to promote research initiatives, enabling faculty and students to conduct research, attend conferences, and pursue academic opportunities.
- **Faculty Development:** Acknowledging the need for continuous learning, funds are provided for faculty to attend seminars, conferences, and workshops, ensuring they remain updated on academic and industry advancements.
- **Library Resources:** The library budget supports access to academic books, journals, and digital resources, maintaining a comprehensive collection for student and faculty use.
- **Utilities:** Essential utilities such as internet, electricity, and telecommunications are funded to maintain a well-connected, tech-enabled campus environment.
- **Student Recognition:** Funds are allocated to reward academic excellence and achievements, offering cash awards and recognition programs for top-performing students.
- **College Events:** A budget is dedicated to cultural, sports, and academic events, fostering a vibrant campus culture and holistic student development.

### Budget Preparation and Approval

The budget preparation process is systematic, with each department submitting an annual budget proposal that includes both recurring and non-recurring expenses. These budgets are reviewed by the Finance Committee and then presented to management for final approval.

### Monitoring and Auditing

Regular internal and external audits ensure appropriate fund utilisation. The Finance Committee closely monitors resource allocation and spending, ensuring adherence to statutory regulations and transparency in all expenditures.

- **Monthly Audits:** Income and expenditures are reviewed monthly, with reports submitted to management to ensure accurate and timely fund allocation across expense categories.
- **Annual Audits:** A comprehensive annual financial audit is conducted with the assistance of appointed auditors. This ensures compliance with accounting standards, and the final audit report is submitted to management for formal review and filing.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### **Response:**

The Internal Quality Assurance Cell (IQAC) is pivotal in enhancing and sustaining the quality of education and institutional processes. Its continuous efforts uphold high standards across teaching, learning, operational efficiency, and learning outcomes. IQAC's structured approach promotes ongoing improvement throughout the institution.

#### **Establishing Quality Assurance Strategies**

The IQAC has cultivated a robust culture of quality within the institution, implementing strategies that support continuous advancement. Feedback from students, faculty, and other stakeholders is gathered via online and offline surveys, which the IQAC reviews to address areas for improvement. This feedback-driven approach aligns academic and administrative functions with the institution's pursuit of excellence.

#### **Reviewing the Teaching-Learning Process**

The IQAC conducts regular evaluations of the teaching-learning process, assessing curriculum delivery, innovative teaching practices, and classroom technology use. This review process helps to identify areas where faculty can further enhance their teaching approaches, promoting student-centred methods and encouraging the integration of e-learning tools. Additionally, the IQAC organises faculty development and skill-building programs, helping both teaching and non-teaching staff remain current with advanced teaching techniques and relevant skills.

#### **Enhancing Institutional Operations**

To improve institutional efficiency, the IQAC focuses on refining administrative processes. A key initiative is the use of ERP (Enterprise Resource Planning) software, which streamlines operations related to student admissions, attendance, fee management, and academic records. This system has significantly organised and simplified institutional functions. The IQAC also enhances inter-departmental communication to ensure critical information is shared accurately and promptly, contributing to both short- and long-term institutional growth.

#### **Monitoring Learning Outcomes**

Student learning outcomes are tracked regularly by the IQAC through performance assessments, providing insights into student progress and areas needing additional support. This data-driven approach enables the institution to tailor support services to foster student success and make data-backed improvements to academic programs, leading to sustained growth in student achievement.

#### **Documenting Improvements**

The IQAC maintains detailed records of improvements across various domains, including increased student engagement, expanded research activities, enhanced teaching quality, and strengthened student support. These documented achievements illustrate the institution's steady progress in maintaining high educational standards and supporting overall institutional development.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 6.5.2

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

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

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

| File Description                                                                                                                      | Document                      |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| NIRF report, AAA report and details on follow up actions                                                                              | <a href="#">View Document</a> |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | <a href="#">View Document</a> |
| Link to Minute of IQAC meetings, hosted on HEI website                                                                                | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

Aurora's PG College (MCA) has made notable strides over the past five years to enhance gender equity and cultivate an inclusive campus for all. Recognising that gender sensitivity is integral to educational and social growth, the institution has launched a range of initiatives to ensure balanced representation and equal opportunities for all members of its community.

#### **Integrating Gender Sensitisation in Academic and Campus Activities**

The college has woven gender awareness into both academic and extracurricular settings. In the classroom, students engage with the topic through a dedicated course on Gender Sensitisation, which covers themes like societal gender roles, the impact of bias, and the significance of equality in the workplace. Workshops and seminars led by gender studies professionals complement the curriculum, giving students a practical understanding of gender equity issues.

Outside the classroom, Aurora's PG College (MCA) promotes discussions on gender equality through activities such as debates, panel discussions, and essay competitions. These forums provide students with opportunities to explore topics of gender balance and empowerment, encouraging them to apply these perspectives in real-world settings.

#### **Supporting Women Through Campus Facilities**

Understanding the importance of a supportive environment, the college has established dedicated facilities to enhance campus life for female students and staff. A women's common room offers a space for relaxation and social connection, while clean and well-maintained restroom facilities meet their daily needs. Safety is a top priority, with campus security measures that include surveillance systems and well-lit walkways.

To further reinforce support, Aurora's PG College (MCA) has established a Women Empowerment Cell. This committee is tasked with addressing gender-related issues, providing guidance, and creating an avenue for support and resolution. The college also provides access to counselling services, offering women a confidential resource to discuss academic or personal concerns.

#### **Insights from the Gender Audit**

The college conducts a Gender Audit annually to assess the impact of its gender equity initiatives. This

audit highlights areas where gender balance can be improved and guides policy updates to bridge any disparities. One outcome has been a focus on inclusive leadership, ensuring that all genders are equally represented in decision-making roles. The college's faculty and staff composition reflects this commitment, with a high representation of women across academic and administrative roles, demonstrating the institution's support for gender diversity.

These efforts have led to a balanced gender representation in campus activities, leadership, and learning opportunities. Aurora's PG College (MCA) remains dedicated to fostering an environment where every student, regardless of gender, feels empowered to pursue their goals, setting a lasting standard for inclusivity and equity on campus.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### 7.1.2

**The Institution has facilities and initiatives for**

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

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

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

### 7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**

**3.Clean and green campus initiatives****4.Beyond the campus environmental promotion activities****Response:** A. All of the above

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

**7.1.4**

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

**Response:**

The institution is dedicated to building an inclusive campus atmosphere, actively encouraging tolerance and harmony across cultural, regional, linguistic, communal, and socioeconomic backgrounds. Through its initiatives, it celebrates diversity, promotes respect, and raises awareness of citizens' rights and responsibilities, fostering a community where all feel respected and valued.

**Cultural, Regional, and Linguistic Harmony**

The institution hosts a range of events to celebrate cultural, regional, and linguistic diversity. The Cultural Club organises numerous events throughout the year that engage students in shared experiences. Events like Traditional Day allow students to showcase their regional heritage, while celebrations of festivals such as Bathukamma (Telangana's floral festival), Ugadi, and Sankranti bring students together in cultural pride and appreciation. Additionally, observances like National and International Mother Language Days highlight the significance of linguistic diversity, creating a space where students can express and honour their languages and traditions.

**Fostering Communal and Socioeconomic Harmony**

To nurture communal and socioeconomic harmony, the institution implements anti-discrimination policies and offers sensitisation programs for students and staff. These programs facilitate open discussions on communal harmony, addressing social and religious diversity constructively. The

institution observes significant events like Sadbhavana Diwas and National Youth Day, organising walks, rallies, and guest lectures that foster mutual respect among students and staff of various backgrounds. Festivals such as Pongal, Christmas, and Ramadan are celebrated inclusively, promoting religious understanding. To further support socioeconomic inclusivity, the institution provides financial assistance, mentoring, and counselling for students from disadvantaged backgrounds, ensuring equitable opportunities for all.

### Awareness on Constitutional Obligations

Emphasising civic responsibility, the institution organises regular sessions on constitutional values, rights, duties, and responsibilities. National events feature campaigns that promote active citizenship, while workshops, seminars, and talks by legal experts offer deeper insights into constitutional values. These programs educate students and staff on their role in democracy, helping them appreciate the importance of rights and duties as citizens.

### Highlighted Programs

- Voter Awareness Campaign
- National Constitutional Day Observance
- Sadbhavana Diwas Activities
- Essay Competitions on Communal Harmony
- Traffic Awareness Campaign
- Anti-Drug Awareness Campaign
- Awareness Program on Constitutional Rights and Civic Duties

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <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

##### 1. Title of the Practice

Digitising Institutional Operations for Streamlined Academic, Administrative, and Financial Management

##### 2. Objectives of the Practice

- Enhance efficiency and transparency across institutional functions through a unified digital platform.
- Streamline academic, administrative, financial, and admissions processes to reduce manual tasks and increase accessibility.
- Provide a comprehensive Learning Management System (LMS) for remote learning and student engagement.
- Enable secure, real-time data management and support data-driven decision-making.

### 3. The Context

Recognizing the necessity for digital efficiency, Aurora's PG College (MCA) implemented an Enterprise Resource Planning (ERP) system to integrate various operational areas. Previously, managing academics, finance, and administration manually was time-intensive and prone to errors. The ERP system supports a data-driven, agile environment, fostering seamless communication and boosting overall productivity.

### 4. The Practice

The ERP system centralizes core institutional functions:

- **Academic Management:** Facilitates course scheduling, attendance, assignments, and grading, allowing students and faculty easy access to resources and real-time performance tracking.
- **Administration and Finance:** Automates tasks such as payroll, leave, and budgeting, ensuring accurate and transparent financial management.
- **Admissions:** Streamlines admissions from application to enrollment, reducing manual workload and ensuring a smooth process for applicants.
- **Learning Management System (LMS):** Supports flexible learning, enabling faculty to share materials, quizzes, and assignments and allowing students to access course content anytime.

### 5. Evidence of Success

The digital transformation achieved through the ERP has led to significant improvements in operational efficiency. Administrative tasks that previously took hours are now completed in minutes, and manual errors have decreased substantially. Student and faculty satisfaction has increased as they can access resources and manage tasks seamlessly. The ERP's analytics feature has provided valuable insights into student performance trends, helping faculty tailor their teaching approaches. Additionally, with streamlined admissions and financial processes, the institution has observed a 20% reduction in processing time.

### 6. Problems Encountered and Resources Required

- **User Training:** Initial training for faculty and staff was necessary to ensure smooth adoption of the ERP system, requiring time and investment.
- **Data Migration Challenges:** Migrating data from legacy systems to the ERP was complex, demanding careful planning and technical support.
- **Technical Support and Maintenance:** Regular updates and troubleshooting were required to maintain ERP functionality and address user concerns effectively.
- To address these challenges, the institution collaborated closely with the ERP vendor for ongoing training and support, ensuring that all users could fully leverage the system's capabilities.



## BEST PRACTICE 2

### 1. Title of the Practice

Green Campus Initiative: Building an Eco-Friendly and Sustainable Campus

### 2. Objectives of the Practice

- 
- To create an environmentally responsible campus by adopting sustainable practices across operations.
- To minimise the institution's ecological footprint through resource conservation, waste management, and energy efficiency.
- To cultivate environmental awareness and sustainable habits among students, faculty, and staff.
- To comply with national and global sustainability standards, reinforcing the college's commitment to environmental stewardship.

### 3. The Context

Aurora's PG College (MCA) recognised the importance of sustainability in today's world and the role educational institutions play in leading by example. With the rise of environmental challenges, the college committed to developing a green campus that conserves resources, reduces waste, and promotes eco-friendly practices. The college implemented a comprehensive Green Campus Initiative to promote a sustainable culture on campus and raise awareness about environmental conservation among the college community. Collaborations with organisations like ITC WoW (Wellbeing Out of Waste) and Sustainable Academe highlight this commitment to creating a positive environmental impact.

### 4. The Practice

The Green Campus Initiative incorporates several sustainable practices that target resource efficiency, waste reduction, and eco-friendly campus activities:

- 
- **Paperless Office Policy:** To reduce paper consumption, the college has adopted a paperless policy for administrative processes, shifting to digital documentation and communication.
- **Plastic-Free Campus:** A strict plastic-free policy is enforced, reducing plastic usage on campus and encouraging the use of sustainable alternatives.
- **Campus Plantations:** Green spaces with trees and plants are cultivated throughout the campus, creating a refreshing environment and improving air quality.
- **Rainwater Harvesting:** Rainwater harvesting systems are in place to conserve water, promoting efficient water use and helping maintain the campus groundwater levels.
- **Compost Pit:** Organic waste from the campus is processed in a compost pit, creating natural fertiliser for campus gardens and contributing to waste reduction.
- **Sanitary Napkin Incinerator Machine:** A sanitary napkin incinerator provides hygienic disposal, supporting both environmental and health standards.
- **Energy-Efficient Lighting:** LED bulbs replace conventional lighting throughout campus

buildings, conserving energy and reducing emissions.

- **Eco-Friendly Celebrations:** Festivals such as Ganesha Chaturthi, Diwali, and Holi are celebrated with environmentally conscious practices, promoting eco-friendly materials and reducing pollution.
- **Waste Segregation and Management (MoU with ITC WoW):** Through an MoU with ITC WoW, the college has implemented effective waste segregation and management systems, ensuring that waste is disposed of responsibly.
- **Environmental Audits:** The college conducts green, energy, and environmental audits through Sustainable Academe to assess and improve its environmental impact continuously.

## 5. Evidence of Success

The Green Campus Initiative has yielded tangible benefits, with reduced paper and plastic use, lower energy consumption, and improved waste management. The campus has become a model of sustainability, with students, faculty, and staff actively participating in eco-friendly practices. Partnerships with organisations like ITC WoW for waste management and audits by Sustainable Academe validate the institution's environmental commitment. The success of this initiative is reflected in the increased greenery, significant energy savings from LED bulbs, and widespread adoption of eco-friendly practices among the campus community.

## 6. Problems encountered and Resources required

- 
- **Behavioural Shifts:** Encouraging students and staff to adopt sustainable habits required consistent awareness programs and workshops.
- **Waste Segregation Compliance:** Ensuring that all members of the college community consistently practice waste segregation took time and effort.
- **Maintenance and repairs:** Limited technical expertise on campus occasionally delayed maintenance or repairs, necessitating external support and adding to operational costs.

| File Description                                      | Document                      |
|-------------------------------------------------------|-------------------------------|
| Best practices as hosted on the Institutional website | <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:**

Aurora's PG College (MCA) stands out as a pioneering institution in management and computer education, distinguished by its commitment to innovative learning and comprehensive student

development. Guided by its vision, "To establish a benchmark of excellence in management and computer education and research by combining professional expertise, innovative technologies, a dynamic learning environment, and a commitment to social impact," the college has created a dynamic educational environment that prepares students for both career success and personal growth.

### **Bringing Vision and Mission to Life**

The college's vision emphasises a blend of professional expertise, advanced technology, and social consciousness. Moving beyond traditional teaching, Aurora's PG College (MCA) has adopted a student-focused approach that fosters a proactive, interactive learning culture. This shift aims to produce graduates who excel academically while also being prepared to navigate a rapidly changing job market.

Innovative teaching strategies such as Interactive Learning, Experiential Learning, and Add-on Certificate Courses are key to this transformation. Interactive Learning brings discussions, case studies, and team projects to the forefront, encouraging active participation. Experiential Learning adds real-world application through internships, industry projects, and hands-on tasks, bridging the gap between theory and practice. Add-on Certificate Courses provide targeted skills that keep students updated with industry demands, boosting their competitiveness.

### **Curriculum Design and Alignment with Industry**

The institution ensures its curriculum remains relevant to industry needs, with the College Academic Committee and Departmental Academic Committees continuously assessing and adapting course content. To fill any identified gaps, the college offers supplementary modules like bridge courses, skill workshops, and certification programs that give students a holistic learning experience and critical competencies.

### **Comprehensive Student Development**

Aurora's PG College (MCA) goes beyond academics, focusing on shaping well-rounded individuals. Events such as Management Meets, IT Meets, and Industry Interaction Sessions expose students to industry practices, current trends, and practical skills. Personality Development and Campus Recruitment Training (CRT) programs further enhance communication skills, leadership, and employability, ensuring students are prepared not just technically but also professionally.

The college's vibrant campus life includes cultural celebrations, national and international observances, and student-led initiatives, which broaden students' perspectives, foster inclusivity, and create a strong campus community.

### **Industry Connections and Alumni Engagement**

A key strength of Aurora's PG College (MCA) is its close ties with industry. Partnerships with organisations such as Dr. Reddy's Laboratories, CII-Young Indians, and TASK facilitate guest lectures, internships, and collaborative projects, offering students firsthand exposure to industry practices and challenges.

The Alumni Association enriches these industry connections, as alumni frequently return to campus to mentor students, share experiences, and participate in seminars and workshops, providing invaluable

guidance and networking opportunities.

### **Dedication to Academic Excellence**

The institution's academic rigour is reflected in the consistent academic success of its students, with a pass percentage that often exceeds 95% and has reached as high as 99.33% in recent years. These impressive results are a testament to the institution's high academic standards and effective teaching strategies.

### **Student Leadership and Engagement Through SAC**

The college excels in leadership development through its Student Activity Committee (SAC), a democratically elected student body that organises a range of events and activities. This initiative has increased student involvement and motivation, contributing to a vibrant campus life and fostering leadership skills.

### **Commitment to Research and Innovation**

Aurora's PG College (MCA) also places a strong emphasis on research, encouraging faculty and students to pursue projects that address real-world issues. This focus on research and innovation aims not only to enhance academic knowledge but also to contribute to societal advancement.

### **Lifelong Learning and Career Growth**

Promoting lifelong learning is central to the college's philosophy, recognising that continuous skill development is essential in today's fast-evolving job market. The institution offers access to online learning platforms, professional certifications, and industry-recognised courses, ensuring that students remain adaptable and competitive throughout their careers.

### **Conclusion**

Aurora's PG College (MCA) sets itself apart through a distinct approach to education that blends innovation, academic excellence, leadership development, and industry collaboration. This holistic educational environment equips students not only with the knowledge and skills needed for successful careers but also empowers them to become forward-thinking leaders and innovators in their fields.

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

## 5. CONCLUSION

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### Additional Information :

Aurora's PG College (MCA) is committed to developing responsible and educated citizens through high-quality education. In its pursuit of excellence, the institution emphasises continuous improvement across academics, administration, welfare, commitment, and community service. The instructional design is regularly assessed and updated to meet evolving student needs and incorporate the latest advancements from national and international educational bodies.

To enrich the overall learning experience, the college organises a diverse range of activities, including seminars, workshops, orientation programs, and guest lectures. These events are thoroughly documented and promoted through newsletters, newspapers, and social media, showcasing student participation and achievements.

Through partnerships and Memoranda of Understanding with industries, government and non-government agencies, and service organisations, the college facilitates knowledge exchange and resource-sharing. Additionally, the institution provides support to a local village and a government school through literacy and orientation programs.

The college also receives valuable support from its alumni and parents, both financially and through various contributions. It has been honoured with the Best Emerging Student Branch Award by the Computer Society of India (CSI), recognising the active engagement and innovative initiatives undertaken by the institution to foster a vibrant learning community. This award reflects the dedication of students and faculty in organising events, workshops, and seminars that enhance knowledge and promote collaboration among peers.

### Concluding Remarks :

Aurora's PG College (MCA) is recognised as a premier institution in Telangana, distinguished by its effective curriculum planning and implementation, innovative teaching-learning processes, infrastructural development, and strong student engagement. While adhering to the Osmania University curriculum, the faculty employ innovative methods and experiential learning to ensure that students can apply theoretical concepts to real-world scenarios. The curriculum is enriched with adjunct courses, workshops, and the integration of essential topics like human values and professional ethics.

As a non-autonomous institution, Aurora faces some limitations in curriculum innovation. However, the college adopts unique best practices that foster holistic learning, equipping students for the dynamic corporate environment. The motto, "Learning Beyond the Classroom," underscores the importance of student-centric approaches such as experiential learning, participative learning, and problem-solving. Faculty members are encouraged to utilise ICT tools, learning management systems, and e-learning resources, while students participate in activities like seminars, presentations, and debates to enhance their confidence, personality, and leadership skills.

To continuously refine its teaching methodologies, Aurora's PG College actively seeks quality improvement through online student satisfaction surveys and feedback mechanisms. The institution encourages research engagement among faculty and students, offering state-of-the-art infrastructure and incentives for publishing in

national and international journals.

The college also prioritises corporate social responsibility. Initiatives by the Nature Club, in collaboration with the Samskruthi Foundation, focus on eco-friendly and social projects, including sapling plantations.

Aurora boasts excellent infrastructure, featuring modern laboratories, a digital library, sports facilities, and a Wi-Fi-enabled campus, all of which create a conducive learning environment. Students play active roles in administration, organising programs, and engaging in social causes through various forums and the Student Activity Committee (SAC).

The leadership team, comprising Management, the Director, and Heads of Departments, is instrumental in realising the institution's vision. Decentralised governance and participative management foster democratic values, while faculty empowerment strategies and welfare initiatives ensure a supportive atmosphere.

Best practices at the college include community service, environmental awareness initiatives, and a strong emphasis on innovation, research, and holistic student development. The programs offered prepare students for successful careers and further studies, ultimately contributing to societal and national development.

## 6.ANNEXURE

### 1.Metrics Level Deviations

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
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| Metric ID | Sub Questions and Answers before and after DVV Verification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 1.2.1     | <p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification : 45<br/>Answer After DVV Verification :39</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 1.4.1     | <p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website<br/>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies<br/>Remark : Though the communication to the affiliating University is on the institutional website, it is not on the home page, but it is as part of NAAC documents. Hence, option modified to Option B.</p>                                                                                                                                                                                                                                                                                                                                                                                        |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 2.1.1     | <p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b><br/>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>442</td><td>390</td><td>387</td><td>227</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>442</td><td>390</td><td>387</td><td>227</td><td>0</td></tr></table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b><br/>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>540</td><td>480</td><td>480</td><td>240</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>540</td><td>540</td><td>540</td><td>540</td><td>0</td></tr></table> <p>Remark : As per AICTE records, input for 2.1.1.2 has been modified .</p> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 442 | 390 | 387 | 227 | 0 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 442 | 390 | 387 | 227 | 0 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 540 | 480 | 480 | 240 | 0 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 540 | 540 | 540 | 540 | 0 |
| 2023-24   | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 442       | 390                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 387     | 227     | 0       |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 2023-24   | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 442       | 390                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 387     | 227     | 0       |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 2023-24   | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 540       | 480                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 480     | 240     | 0       |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 2023-24   | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 540       | 540                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 540     | 540     | 0       |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |

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| 2.1.2   | <p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b><br/>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>369</td><td>289</td><td>253</td><td>169</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>208</td><td>199</td><td>176</td><td>147</td><td>0</td></tr></table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b><br/>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>369</td><td>289</td><td>253</td><td>169</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>270</td><td>270</td><td>270</td><td>270</td><td>0</td></tr></table> <p>Remark : Excluding extra students admitted, input for 2.1.1.1 has been modified . Further, as per reservation policy and AICTE records, input for 2.1.2.2 has been modified .</p> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 369 | 289 | 253 | 169 | 0  | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 208 | 199 | 176 | 147 | 0  | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 369 | 289 | 253 | 169 | 0 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 270 | 270 | 270 | 270 | 0 |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 369     | 289                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 253     | 169     | 0       |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 208     | 199                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 176     | 147     | 0       |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 369     | 289                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 253     | 169     | 0       |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 270     | 270                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 270     | 270     | 0       |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 2.4.1   | <p><b>Percentage of full-time teachers against sanctioned posts during the last five years</b></p> <p><b>2.4.1.1. Number of sanctioned posts year wise during the last five years</b><br/>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>55</td><td>51</td><td>43</td><td>25</td><td>22</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>55</td><td>51</td><td>43</td><td>36</td><td>22</td></tr></table> <p>Remark : As per AICTE norms, input has been modified as 2020-21: 36</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 55  | 51  | 43  | 25  | 22 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 55  | 51  | 43  | 36  | 22 |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 55      | 51                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 43      | 25      | 22      |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 55      | 51                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 43      | 36      | 22      |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |
| 2.4.2   | <p><b>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |   |         |         |         |         |         |     |     |     |     |   |



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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 14      | 15      | 12      | 12      | 10      |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 11      | 15      | 12      | 12      | 10      |

3.1.1

**Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)****3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 14.25   | 3       | 2.25    | 0.75    | 1.75    |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 3.25    | 2.25    | 1.5     | 0       | 0.60    |

Remark : DVV has updated the data as per the sanctioned order and utilization certificates.

3.3.1

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 1       | 0       | 1       |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 0       | 0       | 0       |

Remark : Data updated after only considering the colander year publication and publication in the UGC care listed journals.

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |         |         |         |         |   |    |    |   |    |         |         |         |         |         |   |   |   |   |   |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---|----|----|---|----|---------|---------|---------|---------|---------|---|---|---|---|---|
| 3.3.2   | <p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p><b>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>8</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>7</td></tr></table>                                                                                                                                                                        | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 1 | 0  | 0  | 0 | 8  | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 1 | 0 | 0 | 0 | 7 |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2021-22 | 2020-21 | 2019-20 |         |         |   |    |    |   |    |         |         |         |         |         |   |   |   |   |   |
| 1       | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 0       | 0       | 8       |         |         |   |    |    |   |    |         |         |         |         |         |   |   |   |   |   |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2021-22 | 2020-21 | 2019-20 |         |         |   |    |    |   |    |         |         |         |         |         |   |   |   |   |   |
| 1       | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 0       | 0       | 7       |         |         |   |    |    |   |    |         |         |         |         |         |   |   |   |   |   |
| 3.4.3   | <p><b><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></b></p> <p><b>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>9</td><td>12</td><td>12</td><td>6</td><td>10</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>4</td><td>4</td><td>3</td><td>2</td><td>2</td></tr></table> <p>Remark : Data updated as per the extension activity organized for the benefit of the society not for their own students.</p> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 9 | 12 | 12 | 6 | 10 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 4 | 4 | 3 | 2 | 2 |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2021-22 | 2020-21 | 2019-20 |         |         |   |    |    |   |    |         |         |         |         |         |   |   |   |   |   |
| 9       | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 12      | 6       | 10      |         |         |   |    |    |   |    |         |         |         |         |         |   |   |   |   |   |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2021-22 | 2020-21 | 2019-20 |         |         |   |    |    |   |    |         |         |         |         |         |   |   |   |   |   |
| 4       | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3       | 2       | 2       |         |         |   |    |    |   |    |         |         |         |         |         |   |   |   |   |   |
| 3.5.1   | <p><b><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :8</p> <p>Remark : Value updated only for the function al MOUs against them activity has been organized. as per the demand of the metric or SOP.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |         |         |         |         |   |    |    |   |    |         |         |         |         |         |   |   |   |   |   |
| 4.1.2   | <p><b><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></b></p> <p><b>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |         |         |         |         |   |    |    |   |    |         |         |         |         |         |   |   |   |   |   |

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 71.13   | 64.47   | 88.71   | 24.97   | 16.38   |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 58.56   | 46.80   | 76.16   | 18      | 10.57   |

Remark : As per the audited statements and SOP, input modified .

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 70.09   | 64      | 66.87   | 23.28   | 14.22   |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 10.75   | 10.29   | 9.46    | 2.88    | 2.02    |

Remark : As per the audited statements and SOP, input modified.

**5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years****5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 356     | 352     | 225     | 13      | 104     |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 356     | 352     | 225     | 13      | 104     |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|---|---|---|---|---|
| 5.1.4   | <p><b><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></b></p> <p><b>1. Implementation of guidelines of statutory/regulatory bodies</b><br/><b>2. Organisation wide awareness and undertakings on policies with zero tolerance</b><br/><b>3. Mechanisms for submission of online/offline students’ grievances</b><br/><b>4. Timely redressal of the grievances through appropriate committees</b></p> <p>Answer before DVV Verification : A. All of the above<br/>Answer After DVV Verification: B. 3 of the above<br/>Remark : Data updated as per HEI clarification response.</p>                                                                                                                                                                                                                                                                                                                        |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 5.3.1   | <p><b>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</b></p> <p><b>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>17</td><td>13</td><td>8</td><td>8</td><td>6</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>4</td><td>1</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : Data updated after exclusion of participation and appreciation certificates</p> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 17 | 13 | 8  | 8  | 6  | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 4 | 1 | 0 | 0 | 0 |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2021-22 | 2020-21 | 2019-20 |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 17      | 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 8       | 8       | 6       |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2021-22 | 2020-21 | 2019-20 |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 4       | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 0       | 0       | 0       |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 5.3.2   | <p><b>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</b></p> <p><b>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>49</td><td>45</td><td>44</td><td>44</td><td>37</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>4</td><td>3</td><td>4</td><td>3</td><td>3</td></tr></table> <p>Remark : Value updated after excluding the duplicate values and near by dates</p>                                                                                                                                | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 49 | 45 | 44 | 44 | 37 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 4 | 3 | 4 | 3 | 3 |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2021-22 | 2020-21 | 2019-20 |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 49      | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 44      | 44      | 37      |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2021-22 | 2020-21 | 2019-20 |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 4       | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4       | 3       | 3       |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.5.2 | <p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li>1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</li> <li>2. Academic and Administrative Audit (AAA) and follow-up action taken</li> <li>3. Collaborative quality initiatives with other institution(s)</li> <li>4. Participation in NIRF and other recognized rankings</li> <li>5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above<br/>Answer After DVV Verification: C. Any 2 of the above</p> |
| 7.1.2 | <p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li>1. Alternate sources of energy and energy conservation measures</li> <li>2. Management of the various types of degradable and nondegradable waste</li> <li>3. Water conservation</li> <li>4. Green campus initiatives</li> <li>5. Disabled-friendly, barrier free environment</li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above<br/>Answer After DVV Verification: A. 4 or All of the above</p>                                                                                                                                                                                                             |
| 7.1.3 | <p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. Green audit / Environment audit</li> <li>2. Energy audit</li> <li>3. Clean and green campus initiatives</li> <li>4. Beyond the campus environmental promotion activities</li> </ol> <p>Answer before DVV Verification : A. All of the above<br/>Answer After DVV Verification: A. All of the above</p>                                                                                                                                                                                                 |

## 2.Extended Profile Deviations

Extended Form Deviations

| ID      | Extended Questions                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|
| 1.1     | <b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b><br>Answer before DVV Verification : 61<br>Answer after DVV Verification : 57                                                                                                                                                                                                                                                                     |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |
| 1.2     | <b>Number of teaching staff / full time teachers year wise during the last five years</b><br><br>Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>55</td><td>51</td><td>43</td><td>25</td><td>22</td></tr></table><br><br>Answer After DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr></table> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 55 | 51 | 43 | 25 | 22 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2021-22 | 2020-21 | 2019-20 |         |         |    |    |    |    |    |         |         |         |         |         |
| 55      | 51                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 43      | 25      | 22      |         |         |    |    |    |    |    |         |         |         |         |         |
| 2023-24 | 2022-23                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2021-22 | 2020-21 | 2019-20 |         |         |    |    |    |    |    |         |         |         |         |         |

|    |    |    |    |    |
|----|----|----|----|----|
| 51 | 51 | 43 | 25 | 22 |
|----|----|----|----|----|

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 241.72  | 220.34  | 226.31  | 98.14   | 45.39   |

Answer After DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 214.55  | 196.64  | 206.68  | 72.17   | 40.04   |