



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**NAGARJUNA DEGREE COLLEGE FOR WOMEN
KADAPA**

OPPOSITE TO RTC BUS STATION OUT GATE ARAVINDA NAGAR
516001
www.ndcwk.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE**

February 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

A Society called NESCO (Nagarjuna Educational Social Cultural Organization) was formed, and the Nagarjuna Degree College for women was established under the auspices of the society in the academic year 1993-1994. The College was started with high ideals, a noble aim and a spirit of service in providing quality education, along with all-around development in the field of Women's education. Within a period of 29 years, the institution has seen significant development and much change in all its aspects. The Management, under the guidance of Sri. B. Rama Krishna Reddy garu, the Correspondent, upheld the ideals with which the college was instituted.

The endeavor of the Institution is to constantly change, revise, upgrade and introduce new courses both academic and career-oriented. For this reason, this Institution has been gaining popularity year by year with a corresponding increase in its student strength. During the academic year 2021-2022, our student strength increased to 1127 from its initial strength of only 50 Students.

It is the first private Women's Degree College in the town which is permanently affiliated to Yogi Vemana University, Kadapa and recognized as 'A' grade college by Government of Andhra Pradesh. The Institution has also been included under the section 2 (f) and 12 (b) of the U.G.C. The Institution enjoys a commendable social accreditation and a very good reputation in the state of Andhra Pradesh. NDCW is one of the most preferred institutions in the town and in the district of YSR Kadapa. The strategic location of the institution is well connected with nooks and corners of the district and the state.

The institute maintains high standards of education by providing a wide array of academic and infrastructure facilities. Apart from regular academic activities, the institution is known for extending its helping hand to the needy through philanthropic activities. The institution also offers freeships to economically poor students.

The Institution received many awards and appreciation for imparting quality education in the towns like Kadapa at a very affordable cost. Furthermore, the institute is ranked a Grade 'A' institution by the Government of Andhra Pradesh.

Vision

Empower the women through quality education by providing a conducive learning environment and make a transformational impact on students' lives and society.

Mission

M1: Imbibe required skills, knowledge, and attitude to the students to enable them to

succeed in life

M2: Provide quality and affordable education to all segments of the society

M3: Create a conducive learning environment, which is enjoyable and rewarding

M4: Contribute to solve local and global societal problems by inculcating moral, spiritual, and social values among students

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Proactive and Visionary management
- Sprawling and enthralling landscape.
- Conducting remedial classes for slow learners and additional support for advanced learners.
- Effective and efficient mentor system
- In-house project facilities for the students.
- Vision, Mission are well-defined and followed
- Availability of Strategic Planning
- Excellent infrastructure facilities
- Well-qualified, committed, and experienced faculty
- Well-stocked library of textbooks, journals and digital resources
- Good Success rate of students
- Robust network infrastructure in place
- Good placements record
- Use of ICT tools by all faculty members
- Well-equipped and neatly maintained Laboratories
- Alumni engagement for the institute's growth & development
- Exclusive Training & Placement Cell with adequate facilities for training
- Good relationships with the industry
- Indoor and outdoor sports facilities
- Outreach and extension programs
- Active student environment-learning communities, programs, student organizations and clubs
- Ever-growing Innovation and Entrepreneurship awareness activities
- Regular Parent-Teacher Meetings
- Industry-specific add-on training programmes
- Latest Industry-relevant curriculum
- Mandatory internships for the students in the curriculum
- Training students on life skills from beginning of the program
- Well-established career guidance cell
- Incentives to faculty for promoting Research and Development
- Empowerment of faculty and decentralization of administration
- Welfare schemes for faculty and students

Institutional Weakness

- Poor Communication skills of students as most of the students are from rural areas
- Lack of diversity among students
- Delay in release of scholarship amount by the Government of Andhra Pradesh, thereby affecting various

institutional activities planned as per strategic plan.

Institutional Opportunity

- Establish academic links with renowned national and international institutions for student exchange and interactions to enhance the level of their knowledge in the respective areas
- Enhance faculty exposure to industry by sending them to industries and use the experience to improve the curriculum from time to time
- The Industrial visits for students to increase industry interactions and employability
- Scope to harness the potential of a strong Alumni base for the betterment of the Institution
- Scope to incubation facilities for tech-based start-ups providing higher viability for market Space
- Increased access to get funds from various government and non-government agencies for Research and Development Activities.

Institutional Challenge

- Retention of the faculty
- Creeping commercialization posing challenges to quality education in higher education.
- Elevating the institution to the Autonomous status.
- Continuous change in technology that challenges the employability of the students and poses a challenge in setting the right curriculum
- Reluctance of the graduates to join PG courses in sciences due to perceived lack of significant benefit in employment for PG degree holders other than in the academia

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since its founding in 1993, Nagarjuna Degree College for Women (NDCW) has successfully implemented the curriculum provided by the university with which it is affiliated. According to the authorized curriculum, the institute uses a choice-based credit system (CBCS) and offers elective courses. The curriculum is meticulously crafted by the affiliating institution in consideration of current and future labor market demands and essential skills for students to excel in their jobs.

This institution strictly adheres to the academic calendar established by the affiliated university. The academic calendar is followed by all internal exams and other academic-related activities. Faculty are responsible for maintaining course files and delivering content according to pre-approved lesson plans.

During the assessment period, the institution offers Choice Based Credit System (CBCS)/elective courses for all programs. The institute offers add-on courses or value-added courses each year in order to bridge the gap between the curriculum offered by the affiliated university and industry needs. The institution offered 72 additional courses during the evaluation period with the goal of fostering global competency and preparing students to address real-world issues. More than 95% of students participated and benefited from these courses.

Curriculum and extracurricular activities address professional ethics, gender, human values, the environment,

and sustainability among students. The institution's curriculum includes more than forty percent of courses that emphasize experiential learning through project work and laboratory exercises. More than 30 percent of all students enrolled in a given academic year participate in project work. The institution also has memorandums of understanding (MOUs) with various reputable organizations to provide students with the necessary training and make them employable.

The institution regularly collects feedback from the stakeholders such as students, faculty, alumni and employers every year. The collected feedback is analyzed department-wise and corrective actions are taken wherever required. In matters related to the syllabi and curriculum, the identified gaps are analyzed and communicated to the affiliating university for corrective action.

Teaching-learning and Evaluation

Numerous meritorious students from Andhra Pradesh prefer to enroll at NDCW. All seats are filled through a state-level online admissions process. The institute strictly adheres to the Andhra Pradesh government's reservation policy. The institute employs a Mentoring system in which approximately 29 students are paired with a faculty member.

The institute is supported by competent faculty members with an average of over seven years of experience. The institute maintains the required ratio of teachers to students. The faculty are assigned courses based on their competencies and areas of expertise. Through ICT-enabled infrastructure, various teaching-learning methodologies such as problem-solving, participatory learning, and experiential learning are implemented. The institution prepares course plans and course files well in advance of the first day of classes and follows the academic calendar.

Students are divided into slow learners and advanced learners based on the assessment results. Remedial classes are provided to slow learners in order to improve their subject knowledge and skills. On the other hand, advanced students are encouraged to participate in workshops and seminars, to explore material beyond the curriculum, and to prepare for higher education. Additionally, guest lectures, workshops, and conferences are held, etc., in order to enhance the students' domain knowledge. In addition, an effective mentoring system is in place at the institution.

The examination section of the institute systematically monitors, reviews, and revises the administration and evaluation of internal examinations, and ensures the openness of its procedures. The affiliating university has implemented numerous IT reforms to automate a variety of activities, beginning with student registrations and ending with the announcement of results. In addition, the institution's examinations department assists students in addressing complaints regarding internal and external examinations. The students excel in the annual examinations administered by the university. The institution has maintained an average pass rate of greater than 95% over the past five years.

The institution offers COs for all courses. In addition, POs/PSOs for various programs are posted on the website of the institute. For all programs, the institution computes CO attainment at the end of the course and PO/PSO attainment at the end of the program.

Research, Innovations and Extension

NDCW has been promoting research by offering faculty incentives to participate in various Research and Development activities. The institution encourages faculty research by providing financial incentives for joining well-respected technical organizations. In addition, faculty members are financially rewarded for their participation in international and national conferences. The institution organized 40 seminars and workshops on research methodology, intellectual Property Rights and entrepreneurial skills during the assessment period.

The institution has been extremely active in coordinating numerous extension and outreach initiatives. The institution promotes and ensures the holistic development of its students by encouraging their participation in numerous extension activities. In the past five years, the institution has organized 103 extension and outreach activities addressing a broad range of societal issues and concerns. The majority of students effectively contribute to these activities with a desire to serve society and the country. The institution received 25 awards and letters of appreciation from government and government-recognized organizations in recognition of its significant contribution to society.

The institution developed strong ties and collaborated with numerous institutions and organizations for the benefit of all stakeholders. These collaborations had a positive effect on numerous institutional functions. During the assessment period, the institution has signed over 20 functional MOUs. The results of MOUs are evident in the placements and accomplishments of students. In addition, the institution had more than 20 linkages with various institutions and industries for different academic activities.

Infrastructure and Learning Resources

The institute provides ICT-enabled classrooms, seminar rooms, well-equipped labs, sports facilities, and a superior infrastructure, in addition to attractive architecture and an eco-friendly environment. Even though the campus is located in the middle of the city, it is maintained with lush greenery. The institute has classrooms that are well-equipped, well-ventilated, and well-lit. Ramp facilities are also available for divyangjans' convenience.

There are 35 classrooms, nine laboratories, two seminar rooms, and two auditoriums with proper ventilation, acoustics, and ICT capabilities. The Administration facilities include the office of the Principal, the offices of the Department Heads, the Faculty rooms, the Examination section, the Placement Office with interview rooms, and the Security office. Furthermore, the institution is located right opposite to Kadapa bus station, making it more accessible to students from remote areas. The institution has been augmenting its academic and non-academic facilities regularly.

The Institute has a library with seating for sixty people. Utilizing Total Campus Solutions, the library is automated. There are 1,423 titles and 10035 volumes of rare books, periodicals, and special reports in the library at NDCW. In addition, a digital library with ten desktop computers and thirty tablets is available for academic use and access to e-resources. Each year, the Institute allots a budget for educational resources and expands its reach.

The Institute has a dedicated team responsible for various IT infrastructure operations. Academically, the Institute has 130 systems with a student-to-computer ratio of approximately 10:1. The institute has a Server and 300 Mbps Internet bandwidth to support LAN and Wi-Fi. The entire campus is equipped with Wi-Fi. The institute has a well-defined IT policy in place for efficient IT infrastructure utilization. The institution has Power Generators with a capacity of 62.5 KVA and other necessary safety features. Additionally, a CCTV surveillance system has been installed. The institution is equipped with a well-connected fire-fighting system.

The Institution allocates and spends a substantial amount on maintaining various facilities. The institute provides various infrastructure facilities for curricular, co-curricular and extra-curricular activities. All the facilities at the institution are well maintained through a systematic process and with the help of a well-defined maintenance policy.

Student Support and Progression

More than 87 percent of NDCW students were awarded scholarships by the Government of Andhra Pradesh. In addition, the Institute has provided institutional funding to economically disadvantaged, intellectually gifted students. More than 6% of students benefited from institutional scholarships over the past five years.

The institution's numerous extracurricular programs for talent development assist students in enhancing their skills. The Career Counseling Cell (CGC) of the institution assists students in achieving their objectives by offering Career Counseling, guidance for Competitive Examinations, and Bridge courses. Additionally, meditation and yoga classes are offered for the general development of the students. CGC provides benefits to virtually all students. Throughout the majority of their studies at the institution, students are taught life skills by the Institute.

There is a well-established Grievance Redressal Cell at the Institute for students to address any concerns. The Institute's policy of zero tolerance for hazing has contributed to its status as a hazing-free and student-friendly campus. Both co-curricular and extracurricular participation is encouraged among students. Many of the students were rewarded for their athletic accomplishments. The Institute also hosts numerous cultural and sporting events annually.

NDCW has a Training and Placement Cell to provide training and assist students in finding employment. During the preceding five years, over sixty percent of students were hired by various companies. For many years, NDCW has maintained the highest placement rates in the region. Additionally, students are encouraged and guided to pursue higher education. For the holistic development of students, the Institute ensures their participation in committees such as the Board of Studies, National Service Scheme (NSS), Cultural Clubs, Sports Clubs, and Technical Associations.

The Institute has a registered Alumni Association, which contributes to the institution's academic and overall development. Alumni association meetings are held annually on campus to strengthen ties between the Institute and alumni and foster a sense of alumni community. Alumni of the institution are present in various regions of the world.

Governance, Leadership and Management

In accordance with the Institute's Vision, Mission, and Quality Policy, NDCW's governance model is decentralized, democratic, participatory, and transparent to all of its stakeholders. The Institute has a well-developed strategic and perspective plan with measurable objectives that influence the institution's growth.

The Institute decentralizes a variety of activities at various levels and functions via a number of statutory and non-statutory committees. Through the operation of approximately 17 committees/cells, the Institute's academic, administrative, and financial activities operate without interruption. Student Discipline, Teaching and Learning Process, Evaluation, Research and Development, and Extension are hallmarks of the Institute. Free

transportation, Employee Provident Fund (EPF), Maternity Leave, Medical Leave, and CCLs are provided to both teaching and non-teaching personnel.

The NDCW implements and updates e-governance in numerous institutional areas. The Institute also incentivizes faculty participation in conferences and workshops by providing financial incentives. Faculty members are also encouraged to participate in a variety of Professional Development Programmes, Orientation/Induction Programmes, Refresher Courses, and Short-Term Courses. At the beginning of the academic year, the institute plans all activities and allots the corresponding budget.

The Institute conducts both internal and external financial audits to verify any discrepancies in the areas of finance and accounting. The institution regularly submits its financial statements to the Government of India and the Government of Andhra Pradesh every year. All audited financial statements are made available on the institute's website also for maintaining transparency.

Internal quality is a top priority for NDCW. Through initiatives such as Faculty Self-Evaluation, Training Programs for Teaching and Non-Teaching Staff, Workshops, Conferences, Educational Reforms, Setting Quality Bench Marks, Key Performance Indicators, Incentives, and Student Mentoring System, etc., the Institute strategically improves the quality of the teaching and learning process.

The IQAC of the institute has undertaken numerous quality initiatives, including stakeholder feedback and collaboration with other institutes. Additionally, the IQAC conducts regular meetings, drives numerous quality initiatives, and takes corrective action as necessary to improve various quality parameters.

Institutional Values and Best Practices

NDCW ensures gender parity not just in terms of the number of career possibilities available to women, but also in terms of their representation in the organization. The Institute has 100% female students and 80% female employees. Various strategic initiatives are performed from time to time to increase gender awareness and give equal chances to all genders. Women Cell (Grievance and Redressal) was formed to ensure the safety and security of female teachers and students. The university takes a variety of energy-saving techniques. The Institute has taken several initiatives to reduce, recycle, and reuse the various forms of trash created by the Institute.

Water harvesting pits are strategically placed across campus to properly use natural water resources. The Institute has implemented many green measures and promoted and improved the campus's eco-friendliness. For the Institution, several audits such as energy, green, and environmental are performed. NDCW has also been recognized for implementing different green initiatives on campus. Through its infrastructure, the Institute offers *divyangjans* access to a variety of facilities. The Institute regularly celebrates birth/death anniversaries of great Indian personalities and national festivals every year.

Training and Campus Placements: Empowerment through Employment and Mentoring systems have been two best practices implemented by the Institution. The Institute has imparted various skills to the students to make them employable by end of their program duration. Regular assessments and tailored training yielded the best results in terms of placement offers. Mentoring system implemented by the institution showed a positive impact in various functional areas of the institution.

SGDC strives to impart the importance of societal consciousness apart from excellent regular academic

knowledge. The Institute has organized numerous extension activities and received many awards in this regard. In addition, the Institute has helped many individuals, families and villages through its philanthropic activities. SGDC has shown its distinctiveness in helping others and sharing social responsibilities through various activities across the nation and thereby improving focus and skills of the students in a different area.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NAGARJUNA DEGREE COLLEGE FOR WOMEN KADAPA
Address	OPPOSITE TO RTC BUS STATION OUT GATE ARAVINDA NAGAR
City	KADAPA
State	Andhra Pradesh
Pin	516001
Website	www.ndcwk.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K.suryanarayana Reddy	08562-257474	9949591888	-	ksnreddy2012@gmail.com
IQAC / CIQA coordinator	B.siva Vishnu Mohan Reddy	08562-244449	9490096564	-	sivvishnu@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Andhra Pradesh	Yogi Vemana University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	22-05-2008	View Document
12B of UGC	15-12-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	OPPOSITE TO RTC BUS STATION OUT GATE ARAVINDA NAGAR	Semi-urban	1	4152

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Computer Science And Applications	36	INTERMEDIATE OR EQUIVALENT	English	200	28
UG	BCom,Commerce	36	INTERMEDIATE OR EQUIVALENT	English	120	109
UG	BSc,Department Of Mathematical Sciences	36	INTERMEDIATE OR EQUIVALENT	English	100	0
UG	BSc,Department Of Mathematical Sciences	36	INTERMEDIATE OR EQUIVALENT	English	100	9
UG	BSc,Department Of Life Sciences	36	INTERMEDIATE OR EQUIVALENT	English	100	18
UG	BSc,Department Of Life Sciences	36	INTERMEDIATE OR EQUIVALENT	English	50	50
UG	BSc,Department Of Life Sciences	36	INTERMEDIATE OR EQUIVALENT	English	50	3
UG	BSc,Department Of Life Sciences	36	INTERMEDIATE OR EQUIVALENT	English	50	27

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				34			
Recruited	0	0	0	0	0	0	0	0	20	14	0	34
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				12
Recruited	7	5	0	12
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				5
Recruited	4	1	0	5
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.	0	0	0	0	0	0	6	0	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	14	0	28
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 Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	243	1	0	0	244
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	140	152	130	147
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	17	19	10	16
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	384	420	443	449
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	439	499	483	494
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		980	1090	1066	1106

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is affiliated to Yogi Vemana University. Though the institution does not have complete flexibility in offering multidisciplinary/interdisciplinary courses, it has
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	been encouraging the students to take up multidisciplinary/interdisciplinary courses. The institution is also offering various multidisciplinary/interdisciplinary courses in the form of value-added or add-on courses.
2. Academic bank of credits (ABC):	The institution is in the process of getting registered under ABC after getting approval from the affiliating university. The faculty are involved in the Board of Studies of the affiliating university. In addition, faculty have been setting syllabi for value-added courses or add-on courses offered by other institutions.
3. Skill development:	The institution collaboration with Andhra Pradesh State Skill Development Corporation to provide skill-based training to the students. In addition, the institution has also entered into various organizations and institutions for imparting skill-based training through collaborations and MOUs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution has books related to the Indian knowledge system and has been striving hard to promote Indian ancient traditional knowledge and Indian tradition and culture.
5. Focus on Outcome based education (OBE):	The institution has been practicing Outcome Based Education (OBE) to impart quality education. Attainment of COs and POs/PSOs has been carried out periodically to identify and bridge the gaps.
6. Distance education/online education:	Although the institution is not currently offering programs through distance education/online education mode, the faculty take a few classes to reinforce the key concepts.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
980	1091	1067	1127	1012
File Description		Document		
Institutional data in the prescribed format		View Document		

2 Teachers

2.1

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

Response: 76

File Description	Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	35	37	40	37

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
129.69	134.30	136.86	130.20	68.18

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:

As an affiliated college to Yogi Vemana University, Nagarjuna Degree College for Women adheres to the University's curriculum and syllabus. When the curriculum was revised at the university level from time to time, the college followed the revised curriculum. The Learning Outcomes-Based Curriculum Framework (LOCF) offered by the affiliating university is aligned with the Choice-Based Credit System (CBCS).

Before each semester, each Department submits its workload in relation to faculty requirements. The Academic Planning Committee is responsible for addressing departmental faculty requirements. Teachers are assigned courses based on their areas of expertise. The College adheres to the calendar of Yogi Vemana University, but each Department prepares its own master academic calendar, which includes time slots for seminars, workshops, festivals, and other cultural and academic events. Teachers submit their respective lesson plans well in advance of each semester so that they can adequately prepare for their classes. The Timetable Committee is responsible for preparing schedules and coordinating between departments. The College strives to meet the needs of all students to the greatest extent possible and to their utmost satisfaction.

To make it easier for students to enrol in electives of their choice, elective slots are fixed across all courses. After the Timetable Committee has completed the Master Timetable and Room Timetables, individual faculty timetables are created by each Department. All Timetables are posted on the College's website and notice boards well in advance of the beginning of each semester. Teachers and students are free to communicate with the Timetable Committee, and any conflicts are resolved expeditiously. As a result of the pandemic outbreak, the college has made efforts to expand the teachers' capacity to deliver lectures online. All of the college instructors and students have been trained to use the institution's ICT resources effectively.

Nagarjuna Degree College for Women follows Yogi Vemana University's academic calendar. The calendar lists class start/end dates, preparation leave, practical exams, mid-semester breaks, theory exams, and breaks, and the Institute adheres to the Academic Calendar. The Timetable committee meets before, during, and after the session to meet all deadlines. The departments hold periodic faculty meetings to prepare teachers' schedules and lesson plans. Students are informed of the internal assessment procedure at the beginning of the semester, and all assignments, presentations, tests, quizzes, and practical examinations are administered in accordance with the University's timetables and guidelines.

25% of the evaluation process at Yogi Vemana University is comprised of internal evaluation. The nature of the evaluation is determined by the decision communicated by the relevant department of the affiliating university. It combines an internal examination, an assignment, and/or a project presentation. Teachers assess the same and submit grades to the Teachers-in-Charge. The marks in each department are moderated by a Departmental Moderation Committee, and the institution submits the final marks to the affiliating

university through the university's website. Teachers update students' grades and attendance records. Students' grades and attendance are prominently displayed on the notice boards.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 42

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 99.96

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
980	1089	1067	1127	1012

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

1.3 Curriculum Enrichment

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

Response:

The institution has made every effort to incorporate various cross-cutting issues such as Gender, Environment and Sustainability, Human Values, and Professional Ethics into the curriculum through the affiliating university in order to provide students with holistic development. The integration of various areas into the curriculum is described further below.

Gender Sensitization:

Although the affiliating university didn't prescribe a separate course on gender sensitization, the institution has taken various steps to teach and sensitize students on gender sensitization through co-curricular activities.

The main goals of Co-Curricular Activities on Gender Sensitization are outlined below.

- To comprehend the social and cultural construction of gender, which shapes the experiences of men and women in society.
- Raise awareness about equality in the law, the social system, and democratic activities.
- To educate students on the existence of equal personal freedom for men and women, as well as to protest all forms of violence against women.

Furthermore, the Institution has an active women empowerment cell that addresses women-related issues through a variety of programs. The institution's women's cell specifically looks into gender-sensitive issues and their resolution. Women's empowerment programs are regularly organized by the women's cell. Gender issues such as respect, equality, and empowerment are addressed on a regular basis by the Institution's technical associations through various activities.

Sustainability and the Environment:

The Institution has a course "Environmental Education" and "Environmental Audit" in the curriculum. This is introduced with the goal of understanding the significance of ecological balance for long-term development. Furthermore, the institution holds debates and group discussions on various topics related to the environment and sustainability in order to help students understand the significance of these areas. Every year, students are educated about environmental and sustainability issues through Seminars, Field Trips, Environmental Day, World Water Day, and Earth Day.

Professional Ethics and Human Values:

The institution offers a course on Human values and professional ethics with the goal of raising awareness about moral values, character, policies, and long-term relationships among professionals. Professional ethics are also instilled in students and faculty through the use of online plagiarism detection software. Furthermore, the institution has a well-defined professional ethics policy. Through NSS, the institution regularly organizes awareness campaigns, health check-up camps, blood donation camps, hygiene and health awareness programs, gender issues, Beti Badao Beti Padao and Swachh Bharat-related activities. In addition, the affiliating university also offers a course Indian Culture and Science to promote Human values among the students.

File Description	Document
Upload Additional information	View Document

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

Response: 51.02

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

Response: 500

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 34.88

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
288	358	335	398	351

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
950	950	990	1040	1030

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 52.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
161	202	180	211	194

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

2021-22	2020-21	2019-20	2018-19	2017-18
385	385	360	360	325

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

2.2 Student Teacher Ratio

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

Response: 28.82

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 using ICT tools

Response:

The faculty adopts student-centric pedagogies to foster experiential learning, problem-solving, and participatory learning. Depending on the content to be delivered, the faculty uses chalk and talk, lecturing, problem-solving, group discussions, etc.

Experiential Learning:

Documentaries, talks, videos, heritage walks, debates, class presentations, etc. are used for learning. In addition to classroom instruction, laboratories provide hands-on experience with modern software tools. Computing enhances teaching-learning. The faculty fosters a learning environment by using audio-visual aids, industrial visits, exhibitions, field trips, documentaries, practicals, live projects, and management research projects.

Participative Learning:

Group Participation makes slow learners develop problem-solving, interpersonal, presentational, and communication skills through peer learning. All the departments encourage student participation in group discussions, role plays, case studies, presentations, debates, and quizzes. Inter-departmental seminars, workshops, and group projects promote student participation.

Problem-solving Methodologies:

Advanced and slow learners are divided into groups of 5 to 10 and asked to prepare presentations or case

studies. Students learn critical thinking, communication, and group dynamics through the case study method. Commerce students use case studies in management, marketing, HRM, finance, etc. Through academia-industry interaction, popular lectures/talks, seminars, conferences, and workshops update faculty and students.

ICT-Enabled Facilities:

The institute's classrooms and labs have projectors and high-speed Wi-Fi. The institution uses modern pedagogy to improve teaching-learning. Students self-learn in Internet Resource Labs.

NDCW uses ICT to improve teaching-learning. The faculty use audio-visual aids from Swayam/NPTEL to enhance the students' learning experience. In addition to the chalk-and-talk method, faculty use PowerPoint presentations, video clippings, audio systems, and online resources to give students practical insight and exposure. The library has e-journals and e-books. The campus provides online journal access. The faculty and the students have login ids and passwords to access various e-resources.

Seminar Hall has multimedia ICT tools. All departments hold seminars, workshops, and guest lectures on new developments in core courses each semester in the Seminar Hall. Covid-19 has pushed the institution to explore new digital horizons in 2019-20. Since March 2020, lockdown and stay-at-home orders prevented classroom teaching. College faculty and students switched to digital teaching-learning mode quickly. During the pandemic, classes were held using Google Classrooms, Google Meet, and Zoom.

Teachers made video lectures on YouTube, Google Drive, and Whatsapp. Google Classrooms were used to evaluate assignments and assess students' progress. Science practical classes were also taught digitally, using virtual labs, simulation sheets, and data sets to compensate for the lack of lab exposure.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
34	35	37	40	37

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 13.11

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	5	4	3

File Description	Document
Upload supporting document	View Document

2.5 Evaluation Process and Reforms

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

Response:

The institute's internal evaluations are frequent and diverse. The institute's internal assessment follows the university's regulations. The institution prepares the master academic calendar, which includes dates for instructions, internal assessments, etc., after receiving the academic calendar from the affiliating university well before the semester begins.

Principals and HoDs meet with faculty to ensure effective implementation of evaluation process. Students are continuously assessed throughout the program by the institution and the affiliating university. Midterm exams, assignments, field visits, fieldwork, and seminar presentations are part of continuous assessment. Midterm exams and assignments are listed in the academic calendar before the start of the semester.

Internal exams are held according to the academic calendar, and their dates are well-disseminated. Students and parents are informed of the frequency of internal assessments according to academic regulations during the first-year orientation program. Before the semester begins, students receive rubrics for lab courses, project courses, seminars, etc. Each course's syllabus and assessments are shared with students.

The HOD reviews faculty-set exam questions. Internal assessment answer scripts are evaluated and shared with students for discrepancies. The faculty addresses student complaints about internal assessments and handles grievances. Marks from internal assessments are also posted to promote transparency. After the

assessment, slow learners receive personal guidance. Mentors and teachers update the students on changes to the master academic schedule as and when received from the affiliating university. IQAC periodically suggests improvements to internal assessments.

The affiliating university has a transparent, time-bound, and efficient procedure to address student exam complaints. Exam-related grievances are handled according to the university's guidelines. The institute has a well-structured, transparent, and timely mechanism to address exam-related grievances. The institute has a dedicated examination cell led by an in-charge and supported by faculty and staff. During Continuous Internal Exams (CIE) and Semester End Exams (SEE), a Roving Committee led by the Principal monitors the entire examination system. Students are given the evaluated internal exam scripts. If a student has evaluation questions, she asks the faculty directly. If the grievance is unresolved, the department/institute head forms a committee to investigate.

If a student misses any internal exam for a valid reason, the exam is retaken according to university norms. Internal lab record evaluations are done in front of students to reduce complaints and increase transparency. All students attend seminars to promote internal assessment transparency. The institute prevents campus malpractices.

If a student has a complaint after the university publishes the final results, she can contact the exam cell. Students can request for recounting/revaluation of answer scripts as per university guidelines to address grievances. The institute notifies students when the affiliated university resolves their complaints.

Students' final internal marks are posted on departmental notice boards so they can check for discrepancies and alert faculty. The institution's examination cell works with the affiliating university to resolve students' Admit Card, Registration Card, etc. issues before SEE. The CIE and SEE exam system is transparent, timely, and efficient.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The Nagarjuna Degree College for women offers Eight undergraduate degree programs. Teachers and students are aware of the contents, scope, and expected competencies of their respective programs. The teachers make every effort to deliver the content in a structured manner, and students are aware of the course's expectations and deadlines. As an institution affiliated to Yogi Vemana University, Nagarjuna Degree College for Women adheres to the University's curriculum.

Currently, the institution follows both CBCS (Choice Based Credit System) and the Program Outcomes (POs) and Course Outcomes (COs) documented in the approved syllabus. In order to achieve this

objective, the institution takes the following steps to raise student awareness of POs and COs:

- The courses, number of seats, syllabus, and previous year's results are regularly updated on the college website.
- Applicants seeking admission to the institution are provided with a college prospectus detailing the programs and courses offered by the college.
- At the time of admission, a Helpdesk is established in the college so that students can get guidance from the faculty while deciding on a program.
- Applicants are advised by subject experts (teachers) and senior students during the admissions process.
- On Orientation Day, when the college reopens for the new academic year, the Principal and other stakeholders address the enrolled students.
- Respective departments also organize a Departmental Orientation programme for students to get acquainted with the courses they will be studying throughout graduation and beyond.

Initially, attainments of Course Outcomes (COs) are computed using both direct and indirect methods. Attainments of Program Outcomes (POs) and Program Specific Outcomes (PSOs) are done from the attainment of COs through course and program articulation matrices. The level of attainment of POs, PSOs and COs are done through faculty course assessment reports with thoroughly designed evaluation rubrics. This will help in indicating the learning outcomes of the students, employability levels and further progression.

Attainment Procedure of COs: It is done using the direct method and indirect method. As a part of the direct method, CO attainment is computed using marks obtained by the students in Continuous Internal Examinations (CIE) and Semester End Examinations (SEE). Weightages of 25% and 75% are assigned to CIE and SEE respectively to compute direct CO attainment. Course end survey is conducted for each course and indirect attainment of COs is computed. Now 80% and 20% weightages are assigned to direct and indirect CO attainment to calculate the total attainment of COs for each course.

Attainment Procedure of POs/PSOs: Attainment of POs/PSOs is done from the attainment of COs. From the attainment of CO and course articulation matrix, direct PO/PSO attainment is done for each course. By using program articulation matrix and PO/PSO attainment of each course, direct PO/PSO attainment for the program is calculated. Indirect attainment of POs/PSOs is done using Program exit survey, Employer survey and Alumni survey. Final attainment of PO/PSO is done by assigning weightages of 80% and 20% to direct and indirect attainments respectively.

File Description	Document
Upload Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 85.26**2.6.2.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
280	280	282	323	229

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

2021-22	2020-21	2019-20	2018-19	2017-18
331	359	334	352	259

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.55

File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The Nagarjuna Degree College for Women employs a multidimensional strategy to promote innovation for societal good:

Innovative pedagogy: It emphasizes experiential and inquiry-based learning. Through virtual simulations, field visits, paper/book readings, and research surveys, faculty are encouraged to incorporate value-added exercises into the teaching-learning process. Blended learning is incorporated into classroom-based education to assist in developing digital and soft skills. In order to cultivate scientific temperament and hone innovative thoughts, students are encouraged to engage in independent internships and group-based projects for short durations under the supervision of faculty mentors.

Human resource development for quality teaching and research: Faculty are strongly encouraged to participate in development programs and workshops/conferences/seminars on a regular basis as a means of enhancing the quality of their teaching and research. The college has numerous collaborations for the creation and transfer of knowledge through MOUs and agreements. The College Research Committee informs faculty about grant opportunities and guides the faculty to submit research proposals to funding agencies. In addition, the institution has a research policy in place to motivate the faculty to get engaged in research. Furthermore, IQAC ensures an innovative ecosystem involving all internal and external

stakeholders through a variety of initiatives.

Infrastructure development: The College aims to secure government and non-government project funding for the enhancement of research infrastructure. The college's ICT facility is well-equipped, and the entire campus is Wi-Fi enabled with a 100 Mbps leased line. The library offers access to over 6 thousand journal subscriptions.

Skill Development: The institution emphasizes a value system that raises students' awareness of skill development. Several societies and committees at the College regularly plan and organize events to promote skill-based learning and leadership qualities. In addition, various competitions and events are organized at the college level so that students can demonstrate their talent and "out-of-the-box" thinking. The institution also established "Employability Skill Centre" in association with "Andhra Pradesh State Skill Development Corporation" through MOU.

Innovative endeavours in research for societal impact: The College designs regular outreach programs and projects to engage undergraduate students as outreach program facilitators.

Initiatives for creation and Transfer of Knowledge: The institution promotes the creation and innovation among the faculty members. Faculty are encouraged to publish research articles and patents.

Through a multifaceted approach, Nagarjuna Degree College for Women has created an ecosystem conducive to innovation, suitable for inclusive development, and committed to the creation and transfer of knowledge.

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: 30

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

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

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**Response:** 0.22**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	1	2	5

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

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.07**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**

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	00	00	02

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

3.4 Extension Activities**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The institution offers a variety of service opportunities for students to address societal needs through

collaboration with villagers. Students' participation in community service activities enhances their holistic development, civic and social awareness, and sensitivity to community needs. In this context, the institution has engaged in the following activities:

The institution has adopted nearby villages for the purpose of implementing various welfare activities, such as health and hygiene awareness, drinking water facilities, community learning motivation, and educational development. The institution held seminars and face-to-face interactions for village residents on a variety of topics, including child labour, gender sensitization, clean and safe energy, women's safety, superstitions, and environmental protection. These programs are executed with the assistance of faculty members and students in collaboration with representatives of non-governmental organizations. The institution organized 70 extension and outreach activities during the assessment period.

Students and faculty participated in NSS events such as Clean and Green, the National Youth Entrepreneurship Development Program, the National Level Youth Fest, Gandhi Jayanthi, and Swachh Bharat. Additionally, the institution organized awareness campaigns regarding voting in general elections, health camps, AIDS awareness, clean and green, literacy awareness, women's safety awareness, the child education program, and the significance of Yoga.

As part of its gratitude to the general public, NDCW is well-known for its extension activities. These extension activities are carried out through seven primary channels.

1. Grants Received: The affiliating university awarded a grant of Rs44,500 /- every year Adopted five communities and implemented numerous extension programs.
2. Through the National Service Scheme, various community-oriented and national Swachh Bharat mission programs are conducted.
3. Government of Andhra Pradesh: The government of Andhra Pradesh runs a number of well-known programs.
4. Students and Staff of the Institution: By forming a group, students and staff of the institution assisted the local communities.
5. NSS unit of the institution donated essential groceries, medical kits, masks and covid related medicines to the local communities during the pandemic situation in 2020-21.
6. Adopted 2 Villages in Kadapa and conducted different activities like Swach Bharat, Beti-Badavo, Beti-Padavo, and Plastic Free Villages etc.
7. NSS unit along with District Medical and Health Officer organised massive Covid Vaccine Drives during the pandemic.

The institution received awards and appreciation letters from various government and non-government agencies for its participation and involvement in extension and outreach activities.

File Description	Document
Upload Additional information	View Document

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

Response:

Regularly, the institution has organized numerous extension and outreach activities. Numerous organizations have lauded the institution's efforts for its outstanding contribution to these activities. Here are some of the awards and commendations the institution has received.

As part of its extension operations through the National Service Scheme, NDCW organizes numerous community outreach, socioeconomic and health awareness, and environmental awareness programs in and around the college (NSS). In order to bring the college's services closer to the public, the primary objective of this extension effort is to instill civic consciousness in all of the institution's stakeholders. The college has received awards and commendations from government and non-government organizations in recognition of the institution's internal and external development efforts. These awards include letters of appreciation from government and non-government organizations. The Indian Red Cross Society has organized blood donation camps at the college and praised the NSS unit and administration for their efforts.

The college has received widespread acclaim for this achievement. In addition, the institution has received letters of appreciation for plantation programs, NSS special camps, health awareness programs, etc. Additionally, numerous organizations honored students and faculty for their participation in extension events. Here are some of the awards and accolades received from government and non-government organizations.

- NDCW organized “Karthika deeposthavam” in the auspicious month of Kartika Masam in the municipal stadium and the student’s involvement in maintaining discipline was praise-worthy.
- **Nehru Yuva Kendra-Kadapa** appreciated the institution for its efforts and contribution during COVID pandemic situation. The students and staff actively distributed free masks, organized mass vaccination drives and distributed essential goods.
- **Sri Ramakrishna Seva Samithi, Kadapa** appreciated the activities organized by the institution. The students actively participated in youth festivals commemorating the birth anniversary of Swami Vivekananda. They also actively involved in programs like Clean and Green, tree plantation and water conservation activities.
- **Manavatha** appreciated the management, students and staff on various occasions for their magnanimous support in organizing rallies on different occasions, mobilizing funds for purchase of freezer boxes, purchase of ambulance, paying homage to DISHA, organizing COVID vaccination drives and distributing food and other essential goods on various occasions.
- **Local government administration** appreciated the efforts of the students and faculty in making Kadapa town clean and green and spreading the awareness among the general public about cleanliness.

File Description	Document
Upload Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs)

during the last five years

Response: 50

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

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

3.5 Collaboration

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

Response: 26

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The institution has adequate teaching-learning infrastructure. Changing technology affects teaching and learning, requiring constant improvement. It's improving the learning environment by providing modern infrastructure on par with the state's top institutes. It has good greenery that promotes an eco-friendly campus, an adequate built-up area, impressive infrastructure, and laboratories for experiments and simulations.

The institutional infrastructure supports academics and research. The campus is landscaped. The campus has 17 classrooms, each averaging 54.04 square meters, well-equipped laboratories, a well-stocked library, a spacious playground, and sports & game facilities. LCDs and smart boards facilitate modern teaching methods, and ICT resources have been strengthened. Other campus facilities support academic, extracurricular, and administrative activities. Physical and academic facilities serve students' and faculty members' personal, professional and recreational needs.

The institution has the following infrastructural teaching-learning facilities:

Classrooms: The Institute has spacious, well-ventilated classrooms. Classrooms meet standards for blackboard visibility and audibility. All classrooms have ICT, fans, lights, and LAN/WIFI.

Laboratories: The institution has well-maintained domain-centric laboratories to conduct experiments as per APSCE and Yogi Vemana University (affiliating university) norms.

Seminar halls: The institution has 3 ICT-enabled seminar halls for student and faculty seminars, conferences, guest lectures, webinars, and workshops.

Library: The institution has a modern automated central library with spacious seating and e-resources. The Institute has a student-focused digital library with 20 dedicated systems along with an internet connection.

Skill Development Centre: Students are also taught life skills and soft skills through Employability Skill Centre which is being run in association with APSSDC.

Other Facilities: The students take part actively in sports and cultural activities. The Institution has sports and extracurricular facilities. The institute has excellent sports facilities and encourages students and staff to participate. Uninterrupted power supply facilities include DG of 62.5 KVA and 20 KVA UPS exclusively for the smooth running of computer labs.

Below are the institution's infrastructure and usage rates.

Outdoor Sports: Volleyball, Badminton, Khokho, Tennicoit and Throwball facilities are available.

Students can play Long jump, high jump, shot-put and disc throw.

Usage Rate: 60%

Games indoors: The College has 661.8sqm of indoor space for table tennis, Carom Board, and chess.

Usage Rate: 80%

Participation: The College sends students to Inter-University, National, and International competitions. College teams receive sports equipment and uniforms to compete. Students have annual intramural competitions. College athletes are honoured on Sports Day.

Usage Rate: 50%

Cultural Activities: The College formed cultural clubs to promote campus cultural events. It encourages students to attend district, state, national, intercollegiate, and inter-university cultural festivals. Department and Institute-level clubs exist.

Usage Rate: 40%. The attachment lists the Institute's sports facilities.

ICT-Enabled Infrastructure: The institution is equipped with 100% ICT-enabled classrooms and seminar halls. All classrooms and seminar halls have projectors, screens, and Wi-Fi to enhance the teaching-learning experience. Faculty are trained to make effective use of ICT-enabled facilities. For quality education, the institution also makes use of online platforms such as Zoom, Whatsapp, and Google Classroom. Below are geotagged photographs of classrooms and seminar halls.

File Description	Document
Upload Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 22.15

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
46.6	5.5	3.8	20.6	56.20

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The library at Nagarjuna Degree College for Women occupies a total of 1200 sft on campus. Important sections and amenities, such as the Librarian's Room, Reading Hall, and Circulation Section are located. The library is well-stocked with books from a variety of disciplines to meet the educational needs of all faculty, students, and staff. It contains 5493. books related to all humanities, science, and business disciplines and subscribes to periodicals, magazines, and newspapers.

The library is fully computerized and employs the web-centric library management software (LMS). The LMS software was acquired in 2021 and implemented. The library utilizes an open access system and Online Public Access Catalogue (OPAC) to facilitate access to the bookshelves. The web-based OPAC is also accessible remotely.

In addition, the NDCW library has an extensive collection of reference materials, including dictionaries, encyclopaedias, yearbooks, and books for competitive exams. N-LIST provides access to over 6000 journals and 1,99,500 e-books, and DULS provides access to a large number of e-resources. Faculty members and students are encouraged to become members of N-LIST, and more than 100 faculty members at the institution have utilized its services.

The reading room can accommodate up to 60 students, and the library offers Wi-Fi to all of its patrons. In addition to the main library, each department maintains its own library. There are 5 departments with department libraries that contain more than 200 reference books for teachers and students.

The entire library is monitored by CCTV. The circulation of the books is recorded and maintained by the library staff using TCS (Total Campus Solutions) software and manual register entries. The daily circulation of students and faculty in the library is recorded using an entry register and software. The library committee takes care of general requirements and functioning. The library staff receives periodic training and updates regarding the LMS's applications and features.

A dynamic Library Committee reviews and continuously revises the procedures and policies for maintaining and utilizing the library's resources. For the purchase of new books, journals, etc., the library committee and college departments submit budgets and receive allotted funds from the institution. Regularly, old books are removed from circulation.

Subscription to e-resources:

The Institution has the access to following resources during the assessment period.

- Books
- Journals
- e-journals
- e-Shodh Sindhu
- Databases such as Swayam/NPTEL, DOAJ, DELNET
- Local and / or Remote access to e- resources

Amount spent on the purchase of books, and journals:

The institution budgets amount every year to upgrade its library resources and facilities. The amount spent by the institution on the purchase of books/e-books and other learning resources for the last five years is presented below.

Year of expenditure	Expenditure for purchase of books/e-books and Journals/e-Journals (INR in Lakhs)	
2021-22	2.45	
2020-21	1.84	
2019-20	2.84	
2018-19	2.75	
2017-18	1.26	
Total	11.14	

Per day usage of the library:

The institution encourages its students and faculty to regularly utilize library resources. The average footfalls of the students and the teachers during the last five years are presented below as an attachment.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

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

Response:

The college facilitates extensive use of technology-based resources for the purpose of enhancing

stakeholders and providing them with sufficient access to computers and the internet. The college provides an entirely Wi-Fi-enabled campus, spacious classrooms with LCD projectors, and a dedicated Audio/Visual room to facilitate blended teaching and learning. There are 4 ICT laboratories with the latest computers and software. Students, faculty, and staff have access to a total of 30 laptops (received from Andhra Pradesh State Skill Development Corporation) and 120 desktops with the most up-to-date configurations, as required by the course curriculum.

Various software, such as C, C++, Java, Oracle, PHP & MySQL, Python, R, Ms-Office, Photoshop, Tally, Typing Master are installed on the desktops available in the ICT labs for use by different departments. Systems are provided with the latest operating system.

The server room of the college is outfitted with high-end servers to support the college's IT infrastructure. For administrative purposes, the offices have been equipped with 4 desktops containing software for accounts, student admissions and administration, payroll management, Monthly Attendance System, uploading Internal assessment marks, admit card generation, and other management services.

The college has installed a total of 8 LCD multimedia projectors in classrooms, seminar rooms, committee rooms, and laboratories to facilitate blended teaching and learning. Through a local area network, the administrative office and all computer labs are linked. The entire college campus is equipped with Wi-Fi access points. The college has online UPS of capacity 20 KVA

Additional digital facilities available in the college are listed below:

- 3 Scanner with HD quality
- 3 interactive boards in ICT Network
- 10 Laser jet Printers
- 3 Multifunction Printer/Scanner
- 2 photocopier machines
- 50 Closed Circuit Cameras

The college's ICT team is constantly updating the website and portals to add more dynamic features, such as faculty login authority for uploading attendance and internal assessment marks. The college made sure that during the pandemic, all of the faculty and students had access to information from an online platform.

Computers Available for Student Use:

The institute has more than sufficient computers for the use of students and academic administration. Periodically, the institute upgrades its computers in order to provide students with the most recent models. The institution has 120 computers available for students use. In addition, the Andhra Pradesh State Skill Development Corporation established an Employability Skill Centre for skill development with 30 laptops.

Expenditure on IT Facilities:

The institution allocates a yearly budget for the enhancement of its IT infrastructure. The budget allocated and expenses incurred for IT infrastructure over the past five years are detailed in the table below.

Year of expenditure	Expenditure for upgrading IT facilities
---------------------	---

	(INR in Lakhs)
2021-22	1.791
2020-21	2.383
2019-20	3.050
2018-19	1.712
2017-18	0.218
Total	9.154

Bandwidth for Internet Connection:

The institution has a bandwidth of 100 MBPS for its Internet connection. Faculty and students use the Internet extensively for academic purposes. A copy of the agreement signed with the service provider and the last six months' internet bills are provided.

File Description	Document
Upload Additional information	View Document

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

Response: 6.13

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

Response: 160

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)**

Response: 99.96

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)

2021-22	2020-21	2019-20	2018-19	2017-18
129.6	134.30	136.8	130.20	68.1

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 84.57

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
828	915	902	1006	812

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

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

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

Response: 93.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
835	946	1067	1072	1012

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

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

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

Response: 50.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
225	137	164	168	139

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

2021-22	2020-21	2019-20	2018-19	2017-18
331	359	334	352	259

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	01	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	01	0	0

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

5.3 Student Participation and Activities

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

Response: 23

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	02	06	05	06

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

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

Response: 10.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	03	14	14	10

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

5.4 Alumni Engagement

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

Response:

The mission of the Alumni Association of Nagarjuna Degree College for Women is to establish a strong network between the College and its Alumni. A committee comprised of alumni and current faculty members of the college is responsible for the association's efficient operation. By maintaining regular contact with the Alumni, the Association's primary objective is to facilitate the promotion of a sustained sense of belonging to the Alma Mater among Alumni.

The main aim of Alumni Association is to provide a forum to exchange ideas on academic, cultural, and social issues through the organization and coordination of Alumni reunion activities. The Alumni Association of the College organizes Alumni meets to facilitate, consolidate, and coordinate alumni activities, in order to maintain accurate and up-to-date information regarding all Alumni. The objective is to inform the institution's vision and mission to the alumni and to solicit their assistance and counsel in elevating the College to new heights.

The institute organizes alumni gatherings on a yearly basis and invites notable speakers to address the alumni. These events are stimulating, enjoyable, and fruitful, as all the participants share their perspectives and visions and a number of novel ideas, perspectives, and insights are generated.

The NDCW alumni association established a Facebook page to communicate with its former students. In addition, a Google form was created to collect information from alumni working in various fields. The Institution makes every effort to collect information about alumni and to keep everyone involved in the alumni network.

Regularly, the Alumni Association initiates events at the Department level in order to connect Alumni with their alma mater. The Departments of the college also organize alumni gatherings and events for the purpose of introducing current students to alumni from a variety of industries, particularly for the purpose of gaining new research ideas and career guidance.

The institution invites alumni from various sectors very often to interact with current students. The Alumni of the institution delivered guest lectures on specific areas of academics, shared key information on emerging technologies, and donated books and reading materials that are not only useful for regular academics but also help students in preparing for competitive examinations.

Thus, the College and Departments maintain a strong connection with the alumni, who share their experiences and knowledge with current students, resulting in a relationship that is mutually beneficial and rewarding.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The vision of the Institution

Nagarjuna Degree College for Women envisions “Educate and Empower rural women through value-based quality education and nurture values that promote holistic development.”

The mission of the Institution

M1: To strive for academic excellence.

M2: To foster human values.

M3: To produce graduates of practical use to society.

M4: To serve students from all sections of society by making quality higher education accessible and affordable.

Leadership:

The Principal guides the College toward its vision and mission with a democratic spirit, involving faculty and staff at all levels in strategic planning and review.

Contribution:

The Governing Body and Principal work hard to meet the educational, social, cultural, and economic needs of the community. The management is committed to achieving higher education goals by mobilizing resources and improving quality.

Holistic Development:

Yogi Vemana University (affiliating university) guides the college's holistic student development. Through teaching, learning, co-curricular, and extracurricular activities, the college promotes excellence.

Feedback, transparency:

The College maintains transparent communication at all levels. The administration ensures academic and administrative compliance through audits, feedback, and monitoring within a well-defined quality assurance framework.

Perspective Plan/Strategic Plan

The Perspective plan of the College is prepared with inputs from all stakeholders that are inclined towards the quality sustenance and enrichment in all activities. The College implements long-term and short-term goals for growth and development as reflected in its Perspective Plan/Strategic Plan. The institution developed a perspective plan for 10 years and two strategic plans to achieve its vision. Some of the key points of the plan include:

- Development of a Teaching-Learning Centre
- Strengthening Interdisciplinary research amongst faculty and students
- Broadening community outreach through sensitization programs by partnering with major governmental and non-governmental organizations.
- Digital initiatives and development of E-resources.
- Enhancement of teaching and learning experience through MoUs/Collaborations
- Strengthening Alumni network
- Introduction of new skill-based certification/add on courses.
- Promoting energy conservation and eco-friendly measures

Faculty Participation in Decision-Making Process:

Faculty members are an integral part of the system, and their regular inputs help to improve academic and administrative processes. For the College's smooth operation, faculties serve as Vice-Principal, GB, and IQAC members. In addition to teaching, faculty are Conveners/members of various College Committees/cells.

Decentralization:

In all initiatives, activities, and decision-making, the College involves all faculty members. Keeping in mind the college's vision and mission, the principal delegates power as needed, giving departments and committees/cells operational autonomy. The principal decentralizes duties through committees/cells.

Participative Management

Nagarjuna Degree College for Women ensures policies of participative management at various levels:

- Administrative functioning of the College is facilitated by the Principal, Vice-Principal and Committees/Cells Conveners, creating a platform for faculty involvement in decision-making.
- HODs are appointed to ensure departmental effectiveness. They interact with the office and other committees daily for academic and administrative matters.
- The college has academic, infrastructure, and administrative committees with student participation.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The institution's perspective and strategic plans are to meet industry needs and address local and global real-world problems by producing technically competent graduates to serve the nation. Well-established systems and processes advance students' technical and social excellence. The institute has a strategic plan and prospective plan to promote outcome-based education and implement quality initiatives.

One of the most effective strategies for improving the quality of education is provided below.

Establishment of Internal Quality Assurance Cell (IQAC)

Nagarjuna Degree College for Women was founded in 1993 to provide quality education with values and achieve great performance. Strategic and prospective plans were created using the vision and mission statements. Due to changes in the education sector and job market, the institute felt a structured and well-established IQAC was needed to improve the institution's quality.

The institute's Strategic Plan 2015-20 included establishing IQAC. The institute established IQAC on 15-06-2020 after understanding its operation and processes. IQAC is established as per the norms of NAAC and UGC guidelines. Regular IQAC meetings were held, and numerous quality initiatives were implemented. IQAC has also established a method to calculate CO-PO attainment and advised academic departments on setting and achieving CO/PO targets.

Here are some of the quality initiatives implemented by IQAC of the Institution at various functions and the teaching-learning processes.

- Established non-statutory committees/cells, reviewed their functioning, and took corrective actions.
- Created a system to collect feedback from students on facilities. The collected data is analyzed, and corrective actions are taken to keep the infrastructure updated to meet job market needs.
- Suggested modern teaching-learning methods to help students understand complex topics.
- Described how to calculate COs and POs. The process has direct and indirect components. The attainment process includes Course end, Program exit, Employer, and Alumni surveys.
- Developed strategic plans to achieve the institution's vision and mission.
- Energy, environmental, and green audits are regularly conducted to keep the campus green.

The institution has a Governing Body and 20 non-statutory committees and cells to ensure the decentralized functioning of the institution.

Governing Body Functions:

GB directs college employees to achieve predetermined goals. It develops, amends, and approves policies. Approves annual budget and recommends recruitment of teaching and non-teaching staff. GB approves additions, infrastructure maintenance, and other amenities. It reviews academic performance and college development functions. The GB reviews and approves the college's annual budget. Staff and student

welfare measures are recommended. After discussion, it makes recommendations on the college's annual quality report. GB also guides the admissions process to be followed.

Department Academic Committee Functions:

It develops a college-wide plan. Recommends adding Certifications/Add on courses. Promotes academic partnerships and enhances educational technology use. Encourages staff and student research.

Service Rules and Regulations:

During recruitment and promotion, Andhra Pradesh's rules and regulations and UGC, state, and commissioner of Collegiate Education protocols are strictly followed.

Grievance Redressal Mechanism:

Principal, Vice-Principal and Grievances Committee Head, handle Teaching and Non-Teaching Staff issues. The Committee ensures timely action on service rules, promotion policies, and recruitment notification with the principal.

File Description	Document
Upload Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Response:

The institution offers the following welfare measures to its teaching and non-teaching staff.

- Free health insurance / medical check up

- EPF
- ESI
- Concession in tuition fee for children of employees
- Maternity leave
- ODs to attend conferences / workshops
- Casual Leave, special leave, medical leave, maternity leave and Special Casual Leave (SCL) to both teaching as well as non-teaching staff.
- Sabbatical leave (to pursue higher studies)
- Picnic with all family members of the employees
- Promotion and increments based on self-appraisal
- Cash awards and certificates of appreciation for academic excellence
- Incentive for publication of papers/research articles
- Supporting faculty members to conduct/organize guest lectures,
- Supporting faculty members to conduct/organize a conference / Seminar / workshop / FDPs
- Financial support in case of need in the form of festival advance
- Reimbursement of Registration fees for workshops / conferences etc.
- TA & DA for attending conferences, seminars and workshops
- Free Sports, gym and yoga facilities in the institution to the employees.
- Time-bound increments to the non-teaching staff
- Paid leave for 2 two weeks if affected by COVID
- Support to bereaved families of employees

Performance Appraisal System:

Nagarjuna Degree College for Women motivates its employees with a structured performance appraisal method designed to foster individual growth and recognize opportunities for extra support that leads to productivity and good ward results. The college's appraisal system motivates staff to perform well.

The teaching faculty are advised to do at least two chores per year in addition to teaching, publishing a research paper, serving the institution, and self-growth. At the beginning of the semester, teaching faculty should mention the expected pass percentage and measures to reach the goal, how many papers they can publish, and how they will assist the institute, i.e. the additional work they will be taking on. The faculty also submits to the department HODs how many workshops and seminars they'll attend or organize for professional development. After consulting the principal, HODs approve an individual's goal setting.

The principal and HOD discuss poor performers' teaching-learning process. Individual counselling will be held to identify the cause of poor performance and prepare a list of measures, along with a weekly evaluation of the implementation of the HOD's suggestions. After a week of class, feedback will be collected again in the absence of the faculty to determine performance. If positive results are found, the HOD and principal will appreciate him/her; otherwise, counselling will be done. Most poor performers did well by watching their seniors and maintaining healthy competition.

At the end of even semesters, HODs evaluate a teacher's progress based on a document submitted by the faculty, provide feedback, and suggest improvements if needed. At the end of the odd semester, The Vice-Principal, The Principal and the Director review the self-evaluation form to determine increments.

Non-teaching staff performance is evaluated on regularity, punctuality, and sincerity in service rendered. The Administrative Officer discusses the individual's performance with the Principal and the Director to

decide salary increment at the end of the academic year.

File Description	Document
Upload Additional information	View Document

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

Response: 86.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	28	26	38	32

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

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

Response: 52.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	23	24	37	28

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	14	13	12

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

6.4 Financial Management and Resource Mobilization

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

Response:

The institution's growth and development strategies are based on financial planning and management. The institution has a strong financial management system. Authorized auditors conduct regular internal audits. APHERMC (Andhra Pradesh Higher Education Regulatory & Monitoring Commission) also audits the institute's finances/accounts. The state government reimburses all eligible students' college fees. Thus, the receipts are known. The college accounts department maintains and submits to the government all college expenditures. The APHERMC approves the institute's spending after a review and considers a report on the next block period's revised fee (the duration of a block period is three years).

Finance Committee: Finance committee periodically reviews financial planning. The institute's tax status is 12A. The finance committee advises GB on college finances. Internal and external auditors check the institution's financial compliance. The finance committee prepares the institute's annual budget and presents it to the governing body. The finance committee reviews income/expense statements and reports to governing body for recommendations and action plans. Internal and external audits ensure budget optimization.

At the beginning of the fiscal year, the principal prepares a budget for recurring and nonrecurring income and expenses. The GB approves departmental budget proposals. The institute mobilizes resources and funds through policy. Tuition Fee is the main source of income.

Qualified, certified internal auditors conduct regular audits. Quarterly, college auditors audit all payments, receipts, journal vouchers, cash books, ledger accounts, and bank accounts. External auditors examine the accounts. Auditors prepare and submit a profit-and-loss statement, balance sheet, and depreciation statement. The government's Auditor audits all Scholarships and Grants separately. Audited financial statements are published on the college website and sent to statutory and regulatory bodies for transparency.

Mobilization of funds and the optimal utilization of resources:

The college's self-conceived development programs focus on quality and relevance, excellence, resource mobilization, and greater institutional autonomy with accountability, research, and equity. The college's revenue comes mainly from student fees. Any shortfall in receipts would be covered by the parent trust or

bank OD. The institute has a well-defined mechanism to examine the effective and efficient use of financial resources for academic and infrastructure development.

The governing body analyzes and verifies all major financial transactions, such as R&D, Training & Placement, Software & Internet Charges, Library Books/Journals, Repair & Maintenance, Printing & Stationary, Equipment & Consumables, Furniture & Fixtures.

The management borrows money to cover shortfalls. The institute's nature limits its fund-raising potential. Despite this, the college management provided high-quality education at an affordable cost as per state government directives. It shows that the management is committed to serving society and partners in the state's progress by empowering young minds.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The NDCW's Internal Quality Assurance Cell (IQAC) oversees all aspects of the Institute's operations. It monitors and reviews the teaching-learning process, operational structures and methodologies, and learning outcomes on a regular basis. The IQAC has improved the quality of teaching-learning with the OBE philosophy by implementing a 360-degree feedback mechanism, or regular inputs to all parties involved based on feedback. Students and faculty provide feedback and suggestions for areas that need improvement.

In accordance with National Missions and Government Policies, the Institute IQAC develops, evaluates, and recommends various initiatives such as Self-study Reports of various accreditation bodies (NAAC), Stakeholder Feedback, Action Taken Reports, and New Programs. The institute and departments create an academic year schedule that is coordinated with YVU's schedule. Following the collection of course options, the Department Head assigns courses to each teacher in accordance with their specialization. In response to the module coordinator's concerns, the course teacher prepares course materials, plans activities for the delivery of course content, content beyond the syllabus, and curriculum gaps, and obtains DAC approval. The course instructor delivers the course material using a variety of pedagogical strategies.

Experiments are conducted in the laboratories in accordance with the course syllabus prescribed by YVU, and lab manuals are created for courses that require teamwork, practical work, and/or oral work. Lab manuals are updated on a regular basis in accordance with the curricular changes. The course instructor uses a variety of cutting-edge teaching-learning methodologies, including ICT-based tools and NPTEL/Swayam videos, in addition to traditional teaching tools like the chalkboard and presentation, to

increase student engagement and learning. Students are looking into online learning resources. Industrial visits are planned to bridge the gap between industry and academia and to introduce students to the business culture. Workshops and training are organized to provide hands-on experience. The module coordinator assesses the quality of unit test questions based on the COs associated with Bloom's taxonomy level.

Course instructors are encouraged to participate in STTP/FDP to stay updated on trends and technologies. Academic and industrial experts teach theory and practical knowledge through guest lectures. Course instructors are encouraged to sign up for and enroll in NPTEL / Swayam courses. During class, students' attendance is tracked, and parents are informed of the ward's attendance status. Students are given homework assignments based on real-world problems to practice. Mentoring sessions aid students' academic and personal development.

Students who excel are recognized and encouraged to compete in a variety of events. Weak students are identified, supported through tutoring and remedial instruction, and encouraged to participate in various activities alongside bright students. Students' feedback on how they are being taught is gathered twice a semester, and appropriate corrective measures are then implemented. Meetings between parents and teachers are scheduled at the beginning of each semester. It is beneficial to inform parents about students' difficulties (if any) and progress. The results are analyzed, and the PO and PSO attainment are computed, which helps to provide information for improvements and corrective actions.

File Description	Document
Upload Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Gender equity is achieved when everyone has the same opportunities and rights. Nagarjuna Degree College for Women has taken many co-curricular steps to promote gender equity and sensitization. The institute combines theory and practice to instil gender sensitivity in students and staff. Staff and students reach out to the campus and surrounding community through workshops, webinars, seminars, awareness programs, and student activism to encourage societal sensitization. NDCW, a women's college, promotes an integrated approach, inclusivity, and gender awareness.

The institution has various committees and cells to empower women.

Women's Development Cell (WDC): Faculty and students are the members of the cell. It organizes academic, technical, medical, cultural, and social events to promote gender equity. Since gender equality requires empowering marginalized genders by identifying and addressing power imbalances and giving them more autonomy to manage their own lives, the WDC adopts holistic measures that address inter- and intra-gender inequality and strives for equity. WDC's newsletter covers gender-related issues and its own activities.

The college's **Internal Complaints Committee (ICC)** addresses harassment and discrimination. It examines specific cases to resolve internal complaints and sexual harassment issues quickly. Women's safety and security are paramount. The institution organizes various self defence programmes to the students to protect themselves. Students are also trained by AP State DISHA Police Team on using DISHA mobile of APP in case of any threat or sexual abuse or emergency. Women have common rooms for privacy and the Institution also provided sanitary pad dispensers.

Counsellor: A trained and experienced counsellor is available to help students, faculty, and staff.

Awareness of Cyber security: The College is aware of the threats from digitalization and has a webpage to educate students about cyber security risks.

Nagarjuna Degree College for Women celebrates national and international commemorative days to instil constitutional responsibilities, patriotism, and unity. The college celebrates **Independence Day** and **Republic Day** by hoisting the Indian flag.

International Women's Day is celebrated on March 8. The Women's Development Cell promotes gender equality in our society. NSS unit of NDCW organized extension and outreach activities on **NSS Day**, September 26th, with student and staff participation. **Martyrs' Day** is celebrated on March 23rd to pay tributes to the people who had lost their lives in the struggle for India's independence. **Constitution Day**, also called National Law Day, is celebrated on November 26 to commemorate India's Constitution. The goal is to promote constitutional values among college students. Swami Vivekananda's birthday, January

12, is celebrated as **National Youth Day** on the college campus with a talk on the Power of Youth to motivate and inspire the students.

International Yoga Day is celebrated on June 21 to honour India's self-discipline and well-being tradition. NSS and our college's Yoga Society run the program. **National Unity Day** celebrates Sardar Vallabhbhai Patel's birthday on October 31. NSS unit of the institution arranges talks by inviting social activists to speak to students. Important environmental days are celebrated to raise awareness among today's youth about the deteriorating state of our environment and contribute to sustainable development.

File Description	Document
Upload Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

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

Response:

Nagarjuna Degree College for Women is located in the district administrative centre of Kadapa. It provides an environment for decency, cooperation, and joyous learning. The institution's faculty and staff are outstanding. When students can freely meet and talk with faculty members, it helps to create a great learning environment for them. These thoughtful gestures benefit and energize the students. The environment promotes creativity and effective learning. Students have the right to an educational experience that respects diversity, encourages participation, breaks down barriers, and accommodates a variety of learning styles, according to the college. The college provides a welcoming environment for all students by accepting linguistic, cultural, regional, socioeconomic, and other differences.

In the college, various sports and cultural events are organized. The theme of the student's cultural program has always been interfaith and intercommunal harmony. The college observes holidays like Women's Day, Yoga Day, and the anniversary of the birth of *Alluri Sitarama Raju*. To maintain harmony, the college celebrates a number of regional holidays, including Pongal, Ganesh Chaturthi, Diwali, Eid, and Christmas.

College Annual Day celebrates the achievements of the students and the faculty. The students eagerly wait for it. The institute encourages students to participate in the events so that they can show their potential. Few students are recognized for academic and extracurricular excellence. The institution invites a keynote speaker in rhetoric and other distinguished guests to inspire the students.

A student code of ethics is also available on the institutions website. The college goes above and beyond to assist those who are in need. The institute hosts and manages blood donation camps. Students are encouraged to uphold moral principles, form social connections with the rural residents who live near the college, and respect communal, cultural, socioeconomic, and linguistic values.

Nagarjuna Degree College for Women carries out various initiatives by planning various events to educate students and staff about the constitutional requirement: Values, Rights, Duties, and Responsibilities of Citizens.

Every year, Constitution Day is observed on the campus of Nagarjuna Degree College for Women to educate students about the fundamental rights, duties, values, and obligations of citizens as outlined in the Indian Constitution. Regular celebrations of Independence Day (15 August) and Republic Day (26 January) educate students about the freedom struggle and its price. Students are constantly reminded of their fundamental obligation to respect the National Anthem and Flag.

The institution holds debates and elocution competitions to educate students about their constitutional rights. Every year, on January 25, National Voter's Day is observed to raise awareness among students and the general public about voter registration and the value of voting as a means of preserving the nation's democratic system.

Various programs on gender equity and the contribution of women to nation-building in accordance with Indian law were held regularly. As per the self-defence act in the constitution, self-defence training sessions were held for students. Volunteers from the NSS organize a variety of programs on the rights to education, a clean environment, and good health in rural areas.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1: Women Empowerment through Skill-Based Training

Objectives of the Practice:

The main objective of the practice is to provide communication classes and soft skill classes to improve their ability to secure jobs in MNCs and empower them. To address this challenge, the institution started Jawahar Knowledge Centre which is inspired by the thought of providing such classes by Govt Andhra Pradesh in 2017. Every year all the final-year students get enrolled themselves in these classes and get trained by the faculty of our college in various activities like seminars, group discussions, JAM sessions, and Debates. Also, the enrolled students get trained by guest trainers from different corporate houses.

The Context:

Many of the students of the institution are from the village background and are skilled but lack proper guidance and motivation. In this context, our institution has taken a decision to provide class work to improve communication skills, soft skills, and employability skills.

The Practice:

The Institution has an agreement with “Andhra Pradesh State Skills Development Corporation” (APSSDC) for imparting skill-based training. The students get enrolled with APSSDC for skill-based training programs that are relevant and have high demand in the job market. APSSDC imparts skills to our students in classrooms and through online training to develop technical and soft skills. Students are appraised of their scores and performance from time to time and ample guidance is provided to enhance their scores.

APSSDC conducted campus recruitment drives in our college. Our college was selected as a center for training the unemployed youth under the chief minister’s program. Apart from this, we also conducted job training programs with the help of TCS. Most of the students take part in the campus drives organized by APSSDC.

Evidence of Success:

As a result of skill-based training, the average student placement at the institution is over 50%. Due to the skills that they receive during the training programs, students do prefer running their own businesses as well. Students also progressed to higher education as a result of these skill-based training programs.

Problems Encountered and Resources Required:

During the implementation stage, we encountered some issues like not having enough support from companies as they mainly focus on colleges which are in towns and metropolitan cities to conduct campus drives. As students do come from remote villages, the training during the extended time resulted in many logistics problems. Nevertheless, the skill-based training programs yielded good results for the students.

Best Practice 2: Personalized Mentoring System

Title of the Practice: Personalized Mentoring System

Objectives of the Practice:

- To provide more contact hours between teachers and students.
- To maintain proper academic and attendance records of students.
- To minimize drop-out rates of students.
- To identify slow learners and advanced learners

Context: The institute has followed the suggestions made by the IQAC, Higher education to introduce the mentoring system. The institute felt the importance of integrating such a system into the college management system. It had promptly and effectively put it into practice in the past three years. With a wide variation in the student population with regard to educational and economic background, the system promises to provide a better understanding of each student and bring out their highest potential for mitigating cases of drop-out students.

Practice: The IQAC had taken the initiative to implement this system. Every year the names of the students are collected and arranged according to their subject choice. They are divided into groups of 20-25 students depending on the number of students. Each group is assigned a teacher/mentor who is responsible for collecting academic performance and class attendance of individual students. The teacher/mentor is given necessary information regarding his/her mentees and is expected to offer guidance and counseling as and when required. In isolated cases, parents are called for special meetings with the principal at the suggestion of the mentor.

Faculty mentoring can be done as part of a formal program or informally by a senior faculty member or members. The goal is to help (junior) faculty reach their potential as teachers, researchers, and administrators.

A form of informal mentoring, these mentoring relationships may be comprised of colleagues who have comparable interests and roles within higher education institutions. Peer mentors or co-mentors assist each other through sharing information, resources and feedback, exchanging roles as mentors and portages while aiding others in the peer or co-mentoring relationship in developing knowledge and skills.

Evidence of success

- Though the system has only been implemented in the last few years, significant improvement in the teacher-student relationship can be seen.
- The system has been useful in identifying slow learners and advanced learners. Based on the requirement deduced through a careful examination of each mentor's report, the institute organizes

a remedial class on different subjects within the syllabus for poor/slow learners.

- The remedial classes have become systematized after the implementation of this system. NEED-BASED remedial classes have proved to be beneficial to the students in particular and the entire college in general.
- There appears to be a lesser number of drop-outs since mentors can intervene before a student falls short of attendance or has been regularly abstaining from classes.

Problems encountered and resources required:

- The division of students into group proves to be a tedious exercise with some students opting for other courses now and then. Due to time constraints, the teacher /mentor is unable to have sufficient time with the mentees. Most of our students are reserved and some are too complacent to come out with their problems thus limiting the mentors' capacity to render help.
- The system does not incur much expenditure. It only requires the utmost commitment from a teacher/mentor.

Outcome: Successful completion of the exchange program is achieved.

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:

Distinctiveness: Philanthropic Activities – Helping the Needy (Manavatha)

Objectives of the Practice:

The practice of social responsibility does not limit only to corporations, companies, NGOs, or universities, but also colleges are also responsible for all the impacts that cause their operations towards their publics, the society at large and the environment. We, as an institution, believe that our role involves something more than simply imparting knowledge and skills to the students. As an active agent of social change, NDCW takes on voluntary actions in the creation of a culture of social responsibility in society through a myriad of activities that address both own competitive interests and the welfare of the society.

The Context:

Institutional Social Responsibility (ISR) is one of the mainstays of NDCW. In this context, the institution started working along with an NGO named “**MANAVATHA**” which means “**HUMANITY**” initiated by Sri.N. RamaChandra Reddy, a retired Lecturer. Manavatha is having a membership count of 5942 from four zones of YSR Kadapa district and started its district-wide operations in 2015 by establishing its office on the campus. Sri.B.RamaKrishnaReddy, Correspondent, NDCW, is the Chairman of the District Discipline Committee since 2015. Students are actively involved in various activities carried out by Manavatha for their holistic development.

It was felt that the students need to have awareness of the problems faced by society and they should be in a position to offer some solutions to these problems. Hence, it was decided to involve the students in the activities of *Manavatha*.

The Practice:

Students of NDCW involves actively in the following activities carried out by Manavatha on regular basis.

- The main objective of Manavatha is to establish a society with peace and harmony to achieve this they conduct frequent peace rallies involving the staff and students of NDCW.
- The organization also involves in carrying deceased bodies to the burial ground.
- The Organization also provides Ambulance services free of cost.
- Manavatha frequently organizes Blood Donation Camps and collects blood and uses it for the needy. It also tries to create awareness of Blood donation.
- The organization also provides free mortuary freezer boxes to poor people. They are providing 80 freezers boxes in the Kadapa district
- The organization is providing financial assistance to poor and meritorious students in the form of scholarships which acts as a token of motivation to students.
- NDCW is providing un-tired support to all the above activities by involving staff and students of NDCW.
- During the pandemic time NDCW along with Manavatha distributed groceries, vegetables and medicines to the needy.
- NDCW and Manavatha firmly believe that a better society can be built by responsible younger generation. To mould the younger generation they conduct classes on Moral Values and Ethics regularly to students of different ages.

Evidence of Success:

- Constant increase in the memberships itself is evidence of success for the activities of Manavatha and NDCW together.
- Many students benefited from the scholarships provided by the Manavatha.
- Many poor families got support during the pandemic situation.
- Allocation of land by Govt of Andhra Pradesh to build and develop a dedicated burial ground in the town of Kadapa.

Problems Encountered and Resources Required:

As most of the students come from rural areas, motivating them and making them involved in these social activities organized by the Manavatha has been a challenge to the institution. With constant efforts from the management and staff, most of the students are actively involved in activities associated with Manavatha.

5. CONCLUSION

Additional Information :

Nagarjuna Degree College for Women aims to create a policy of quality assurance to address, monitor and evaluate the academics offered to the students. Thus, promoting effective teaching practices for the benefit of students and making the college a center of excellence for Science and Arts graduates. The institute implements distinctive practices, and successful student engagement for holistic development, research and development, and societal consciousness.

The Institution was given the highest grade 'A' by the government of Andhra Pradesh for imparting quality education. The honorable chairman of the institution contributed to society magnanimously by serving many non-governmental agencies in various capacities. The institution received many awards from government and non-government agencies for its significant contribution to the field of education.

Quality Policy

Nagarjuna Degree College for Women is committed to providing quality education to the students enabling them to excel in the fields of science and Management to cater to the changing and challenging needs of society and industry through the following initiatives:

- Contributing to the academic standing and overall knowledge development of the students.
- Maintaining state-of-the-art infrastructure and a congenial learning environment.
- Enhancing the competence of the faculty to a very high level and making them adopt all modern and innovative methods in the teaching-learning process.
- Inculcating moral and ethical values among the students and staff.
- Collaborating with industry, other institutions, and organizations for mutual benefit.
- Disseminating technical knowledge in the region through continuing education programs.
- Ensuring continual improvement of Quality Management System.

Concluding Remarks :

Nagarjuna Degree College for Women with support from its visionary management, able administrators, and dedicated staff has been on a rapid growth trajectory in terms of quality and quantity since its inception in 1993.

The initiatives towards promoting research, industry-academia interface, faculty with research bent of mind, and extension and outreach programs have helped the institute transform from a teaching institute into a research institute. The institute has been leveraging ICT tools to their fullest to provide a great learning experience and a transparent academic administration. The institute also has been continuously upgrading its facilities and infrastructure to respond to the changing pedagogic environments to stay relevant.

The large base of alumni who have taken their rightful places in society is directly contributing to the development of the nation. It is only their contribution that is bringing laurels to the institute time and again. The exercise of preparing this SSR at all levels has brought a sense of ownership among all the stakeholders in the institute. This SSR report is prepared with the contribution and participation of all the

stakeholders under the supervision of IQAC.

The institute in particular IQAC never leaves any stone untouched to improve the quality of the learning and teaching process. It continuously adopts best practices and does away with unproductive, obsolete practices. It is because of such practices the institute has fared well in many aspects so far.

The institution hereby submits the SSR for your evaluation and awarding the best deserving grade to take forward various initiatives and elevate the institute to next level for empowering the youth and serving the society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	Number of Add on /Certificate/Value added programs offered during the last five years Answer before DVV Verification : 42 Answer After DVV Verification :42																				
1.2.2	Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years 1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years Answer before DVV Verification: <table border="1"><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>980</td><td>1089</td><td>1067</td><td>1127</td><td>1012</td></tr></table> Answer After DVV Verification : <table border="1"><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>980</td><td>1089</td><td>1067</td><td>1127</td><td>1012</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	980	1089	1067	1127	1012	2021-22	2020-21	2019-20	2018-19	2017-18	980	1089	1067	1127	1012
2021-22	2020-21	2019-20	2018-19	2017-18																	
980	1089	1067	1127	1012																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
980	1089	1067	1127	1012																	
1.3.2	Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 980 Answer after DVV Verification: 500																				
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 (Yes or No) Answer before DVV Verification : Yes Answer After DVV Verification: Yes																				
2.1.1	Enrolment percentage 2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification: <table border="1"><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>770</td><td>770</td><td>720</td><td>730</td><td>650</td></tr></table> 2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification: <table border="1"><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>770</td><td>770</td><td>720</td><td>730</td><td>650</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	770	770	720	730	650	2021-22	2020-21	2019-20	2018-19	2017-18	770	770	720	730	650
2021-22	2020-21	2019-20	2018-19	2017-18																	
770	770	720	730	650																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
770	770	720	730	650																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
950	950	990	1040	1030

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

2.4.1.1. Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	35	37	40	37

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34	35	37	40	37

2.6.2 Pass percentage of Students during last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
280	280	282	323	229

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
280	280	282	323	229

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

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:

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

04	05	03	01	04
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	1	2	5

Remark : Data updated as per the documents provided by the HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	00	00	02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	00	00	02

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

Answer before DVV Verification : 26

Answer After DVV Verification :26

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

4.1.2.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46.68	5.59	3.89	20.68	56.20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
46.6	5.5	3.8	20.6	56.20

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

	4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 160 Answer after DVV Verification: 160																				
4.4.1	Percentage of expenditure incurred on maintenance of infrastructure (physical 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: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>129.69</td><td>134.30</td><td>136.86</td><td>130.20</td><td>68.18</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>129.6</td><td>134.30</td><td>136.8</td><td>130.20</td><td>68.1</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	129.69	134.30	136.86	130.20	68.18	2021-22	2020-21	2019-20	2018-19	2017-18	129.6	134.30	136.8	130.20	68.1
2021-22	2020-21	2019-20	2018-19	2017-18																	
129.69	134.30	136.86	130.20	68.18																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
129.6	134.30	136.8	130.20	68.1																	
5.1.1	Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years 5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>828</td><td>915</td><td>902</td><td>1006</td><td>812</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>828</td><td>915</td><td>902</td><td>1006</td><td>812</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	828	915	902	1006	812	2021-22	2020-21	2019-20	2018-19	2017-18	828	915	902	1006	812
2021-22	2020-21	2019-20	2018-19	2017-18																	
828	915	902	1006	812																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
828	915	902	1006	812																	
5.1.2	<i>Capacity building and skills enhancement initiatives taken by the institution include the following</i> <i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i> Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above																				
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:

2021-22	2020-21	2019-20	2018-19	2017-18
835	946	1074	1072	1082

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
835	946	1067	1072	1012

Remark : DVV has updated the data as per the number of students on the roll during an academic year. The number of students who benefitted by guidance for the competitive examination can not be greater than the number of students on-roll

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
225	137	164	168	139

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
225	137	164	168	139

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as

one) during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
04	02	06	05	06

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	02	06	05	06

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	03	14	14	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	03	14	14	10

6.2.2 **Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

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2021-22	2020-21	2019-20	2018-19	2017-18
34	28	26	38	32

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34	28	26	38	32

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	52	50	58	55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	23	24	37	28

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	17	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	14	13	12

Remark : DVV has updated the data as per documents provided. FDP less than five days will not be considered here.

6.5.2 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2. Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3. Participation in NIRF**

	4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per the Supporting documents.
7.1.2	The Institution has facilities and initiatives for 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above
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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

Extended Form Deviations

ID	Extended Questions																				
1.1	Number of students year wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>980</td><td>1091</td><td>1067</td><td>1127</td><td>1012</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>980</td><td>1091</td><td>1067</td><td>1127</td><td>1012</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	980	1091	1067	1127	1012	2021-22	2020-21	2019-20	2018-19	2017-18	980	1091	1067	1127	1012
2021-22	2020-21	2019-20	2018-19	2017-18																	
980	1091	1067	1127	1012																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
980	1091	1067	1127	1012																	
2.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 44 Answer after DVV Verification : 76																				
2.2	Number of teaching staff / full time teachers year wise during the last five years																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	35	37	40	37

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	35	37	40	37

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
129.69	134.30	136.86	130.20	68.18

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
129.69	134.30	136.86	130.20	68.18