

ANNUAL QUALITY ASSURANCE REPORT OF R.G. KEDIA COLLEGE OF COMMERCE



YEARLY STATUS REPORT 2020-2021

The Annual Quality Assurance Report (AQAR) of the IQAC (For Affiliated/Constituent (UG) Colleges)

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e., Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year. (For example, June 1, 2017 to May 31, 2018) (With effect from academic year 2020-21)*

Part – A

1. Data of the Institution

(Data may be captured from IIQA)

1. Name of the Institution: Ramnath Guljarilal Kedia College of Commerce

- Name of the Head of the institution: Mr. K Sree Hari
- Designation: Principal
- Does the institution function from own campus: yes
- Phone no./Alternate phone no.: 040-24607120
- Mobile no.: 7337345650
- Registered e-mail: rgkediacollege@gmail.com
- Alternate e-mail: rgkediacollege@yahoo.co.in
- Address : Door No:3-1-336, Opposite to New Chaderghat Bridge, Esamia Bazaar, Hyderabad.
- City/Town : Hyderabad.
- State/UT : Telangana
- Pin Code :500027

2. Institutional status:

- Affiliated /Constituent: Affiliated
- Type of Institution: Co-education/Men/Women: Co Education
- Location: Rural/Semi-urban/Urban: Urban
- Financial Status: Grants-in aid/ UGC 2f and 12 (B)/ Self-financing (please specify): Yes
- Name of the Affiliating University: Osmania University
- Name of the IQAC Coordinator: Mrs. V Radhika
- Phone no: 9849550073
- Alternate phone no:040 - 24738939

- Mobile: 8639129620
- IQAC e-mail address: iqacrgkc@gmail.com
- Alternate e-mail address: rgkediacollege@gmail.com

3. Website address:

Web-link of the AQAR: (Previous Academic Year):

For ex. <https://www.rgkediacollege.com/AQAR/2019-20.pdf>

4. Whether Academic Calendar prepared during the year? Yes

Yes/No, if yes, whether it is uploaded in the Institutional website:

Web link: <https://www.rgkediacollege.com/AQAR/2020-2021/ACADEMIC CALENDAR 2020-21.pdf>

5. Accreditation Details:

| Cycle | Grade | CGPA | Year of Accreditation | Validity Period |
|-----------------|-------|------|-----------------------|--------------------|
| 1 st | B+ | 77.3 | 2007 | from:2007 to: 2012 |
| 2 nd | B | 2.65 | 2015 | from:2015 to: 2020 |

6. Date of Establishment of IQAC: DD/MM/YYYY: 03-07-2006

7. Provide the list of funds by Central/ State Government-

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---------------------------------|--------|----------------|-----------------------------|--------|
| - | - | - | - | - |

8. Whether composition of IQAC as per latest NAAC guidelines: Yes

| | |
|--|---------------------------|
| *Upload latest notification of formation of IQAC | View File |
|--|---------------------------|

9. No. of IQAC meetings held during the year:6

Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? No

| | |
|---|---------------------------|
| (If no, please upload the minutes of the meeting(s) and Action Taken Report.) | View File |
|---|---------------------------|

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? No

11. Significant contributions made by IQAC during the current year (maximum five bullets)

*Conducting Orientation Session for Faculty on online Teaching Methodologies through

Digitalization.

*Organizing online Student Development Programs such as Guest lectures, Webinars, Session by Eminent Speakers.

* A Webinar is organized to “Tips for Writing Articles in Scopus, Web of Science, and UGC Care Listed Journals

*Awareness Session on Do’s & Don’ts during Covid - 19.

*FDP on Awareness on Swayam and MOOCs

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

| Plan of Action | Achievements/Outcomes |
|---|--|
| <ul style="list-style-type: none">To Enhance the Quality of Research among the Faculty & Students | <ul style="list-style-type: none">Organized a Session Tips for Writing Articles in Scopus, Web of Science, and UGC Care Listed Journals. |
| <ul style="list-style-type: none">To Organize the Refresher Courses and FDP’S for Faculty | <ul style="list-style-type: none">Organized FDP on “Awareness on Swayam and MOOCs”. |
| <ul style="list-style-type: none">To Organize Session on Health & Hygiene | <ul style="list-style-type: none">Session Conducted on “Do’s & Don’ts during Covid – 19”. |
| <ul style="list-style-type: none">To organize online Training Programs for Students | <ul style="list-style-type: none">Conducted 20 days Training program on “Banking and Aptitude Coaching” by Mr. David, Fuel Organization in Collaboration with HDFC Bank. |

13. Whether the AQAR was placed before statutory body? Yes

| Name of the statutory body: | Date of meeting(s): |
|-----------------------------|---------------------|
| Board of Governors | 16-06-2021 |
| View File | |

14. Whether institutional data submitted to AISHE: Yes

Year:2020-2021 Date of Submission:21-07-2021

Institutional Preparedness for NEP 2020

(Description in maximum 500 words)

1. Multidisciplinary / Interdisciplinary:

- a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.
- b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.
- c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain
- d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.
- e) What are the institutional plans to engage in more multidisciplinary research endeavors to find solutions to society's most pressing issues and challenges?
- f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

R.G. Kedia College of Commerce is Affiliated to Osmania University. The University has to follow a road map or guidelines prepared and provided by the State Government and UGC, which in turn is followed by the college for implementing the NEP 2020 Curriculum. As and when the University prepares or issues the guidelines on curriculum framing and restructuring to implement the multidisciplinary / interdisciplinary structure of New Education Policy.

As a Part of Curriculum, the Environmental Studies (EVS) course is made mandatory for the UG 1st Year students as a 2-credit course.

The College is prepared to offer the allied courses like leadership and Management Skill, Basic Computer Skills & Business Law and Mercantile Law other than the regular curriculum to enrich their knowledge.

2. Academic bank of credits (ABC):

- a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.
- b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.
- c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.
- d) How faculties are encouraged to design their own curricular and pedagogical approaches within

the approved framework, including textbook, reading material selections, assignments, and assessments etc.

- e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.

3. Skill development:

- a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework
- b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.
- c) How the institution is providing Value-based education to inculcate positivity
- d) amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.
- e) Enlist the institution's efforts to:
 - i. Design a credit structure to ensure that all students take at least one vocational course before graduating.
 - ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.
 - iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.
 - iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.
 - v. Skilling courses are planned to be offered to students through online and/or distance mode.
- f) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

- a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses.
- b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.
- c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution.
- d) Describe the efforts of the institution to preserve and promote the following:
 - i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)

- ii. Indian ancient traditional knowledge
 - iii. Indian Arts
 - iv. Indian Culture and traditions.
- e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

5. Focus on Outcome based education (OBE):

- i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?
- ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.
- iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020002E

It is typically involved the structure and systematic approach to align the curriculum with designed learning outcome. The general overview of the initiatives by the institution includes.

- 1. Defining the learning outcomes describe what students should be able to do or demonstrate upon completing the program
- 2. Curriculum mapping a comprehensive analysis of the existing curriculum to identify intended learning outcome are currently addressed.
- 3. Teaching And Learning Strategies: faculty adopts the student centric learning strategies, that encourage critical thinking and problem-solving skills.

6. Distance education/online education:

- a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.
- b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.

Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

The Institution is technologically equipped to conduct online classes/ blended mode of teaching. In all the classes multimedia resources are equipped.

online Assessment tools: various digital assessment tool is provided for evaluating student learning, Including quizzes, tests and online assignment. These tools often included automatic grading features, providing instant feedback to students and saving time for faculty.

- 1. Focusing on technological Upgradation
- 2. Imparting Quality education
- 3. Extensive faculty training and development on teaching learning Pedagogies.

3. Extended Profile of the Institution

1. Programme:

1.1 Number of courses offered by the Institution across all programs during the year

| | |
|---------------|---------|
| Year | 2020-21 |
| Number | 10 |

2. Student:

2.1 Number of students during the year.

| | |
|---------------|---------|
| Year | 2020-21 |
| Number | 1269 |

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year.

| | |
|---------------|---------|
| Year | 2020-21 |
| Number | 500 |

2.3 Number of outgoing/ final year students during the year

| | |
|---------------|---------|
| Year | 2020-21 |
| Number | 424 |

3. Academic:

3.1 Number of full-time teachers during the year

| | |
|---------------|---------|
| Year | 2020-21 |
| Number | 55 |

3.2 Number of Sanctioned posts during the year

| | |
|---------------|----------------|
| Year | 2020-21 |
| Number | 14 (Recruited) |

4. Institution:

4.1 Total number of Classrooms and Seminar halls:

| | |
|----------------------|----|
| Number of Classrooms | 48 |
| Seminar halls | 1 |

4.2 Total expenditure excluding salary during the year (INR in lakhs)

| | |
|--------------------|-------------|
| Year | 2020-21 |
| Expenditure | 44,62,643/- |

4.3 Total number of computers on campus for academic purposes: 297

PART B
Criterion 1 – Curricular Aspects
Key Indicator – 1.1 Curricular Planning and Implementation

| | | | | | |
|--------------------------------------|--|------------------|-----------|--------------------------------------|---------------------------|
| Met ric No. | | | | | |
| 1.1.1. | <p>The Institution ensures effective curriculum delivery through a well-planned and documented process</p> | | | | |
| Q1M | <p>Write description of initiatives in not more than 200 words</p> <p><u>Curriculum:</u> The college is Affiliated to Osmania University and strictly follows the university almanac in completion of syllabus and evaluation process. Academic calendars, workload statement and timetables are prepared in the department before commencement of semester classes. These, along with the syllabus, are provided to teachers to assist them in developing unit-specific lesson plans and year-specific teaching diaries, which will be reviewed regularly by the head of the departments and Principals. Students have to appear for II Internal examinations according to almanac issued by the University which is internally evaluated by the faculty and assessment is done as per the norms.</p> <p><u>ICT enabled classroom:</u> Departmental libraries and ICT-enabled classrooms are available in the college, to enhance the quality of the deliverables to the students. Simultaneously remedial classes for slow learners, training for advanced learners and also conducting bridge courses for the students coming from different academic background. Innovative teaching methods are used for imparting communication and presentation skills by using upgraded technologies like Google class rooms, projectors, Visual aids, e-notes, and the white- board approach.</p> <p><u>Co- Curricular Activities:</u> Students are encouraged to participate in workshops, Group discussions, Quizzes and organizing management meets, with an emphasis on skill enhancement. Field trips are scheduled to provide a practical exposure. Students undertake Academic projects and internships as a part of their curriculum in various companies.</p> <p><u>Feedback:</u> IQAC collects feedback from different stakeholders which includes 1) Students 2) Faculty 3) Employers 4) Alumni with well structured questionnaire every year. This feedback is shared with the head of the institution for further evaluation and incorporation of future action and decision making.</p> | | | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">File Description</td> <td style="width: 50%;">Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | View File |
| File Description | Documents | | | | |
| Upload relevant supporting documents | View File | | | | |

| | | | | | | | |
|--|--|------------------|-----------|--------------------------------------|---------------------------|--|-----------------------|
| <p>1.1.2. <i>The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)</i></p> <p>Q₁M</p> | <p>Write description in maximum of 200 words</p> <p><u>ABIDE BY THE OU ALMANAC:</u></p> <p>The Institution is affiliated to Osmania University and adheres to the academic calendar (Almanac) issued by concern department of the University. At the institution level the academic calendar is circulated to all department and concerned department heads and principals are responsible for timely conduction of internal assessments and evaluation as per the prescribed norms.</p> <p><u>Action Plan:</u></p> <p>The college prepares strategic plan for effective implementation of the curriculum and extra-curricular activities. Efforts are made by the faculty members in preparing unit planners well in advance before the commencement of the semester.</p> <p><u>Orientation Programme by Internal & External experts:</u></p> <p>Orientation programme is organized by Internal & External experts for newly admitted students to orient them with regard to the curriculum, examination, other extra and co-curricular activities and the future aspects of each course and its specializations.</p> <p><u>Continuous Internal Assessment:</u></p> <p>Continuous internal assessment of learning is done twice in a semester through periodic tutorial/ class tests/ examinations/ online test.</p> <table border="1" data-bbox="177 1032 1281 1104"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>VIEW FILE</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | VIEW FILE | | |
| File Description | Documents | | | | | | |
| Upload relevant supporting documents | VIEW FILE | | | | | | |
| <p>1.1.3. <i>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year</i></p> <p>Q_nM</p> | <table border="1" data-bbox="233 1234 644 1317"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>33</td> </tr> </table> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating University 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <table border="1" data-bbox="188 1491 1543 1771"> <tr> <td data-bbox="188 1491 871 1771"> <p>Options</p> <ol style="list-style-type: none"> 1. All of the above 2. Any 3 of the above 3. Any 2 of the above 4. Any 1 of the above 5. None of the above </td> <td data-bbox="871 1491 1543 1771" style="text-align: center; vertical-align: middle;"> <p>3 of the above</p> </td> </tr> </table> <p style="text-align: center;">View File</p> | Year | 2020-21 | Number | 33 | <p>Options</p> <ol style="list-style-type: none"> 1. All of the above 2. Any 3 of the above 3. Any 2 of the above 4. Any 1 of the above 5. None of the above | <p>3 of the above</p> |
| Year | 2020-21 | | | | | | |
| Number | 33 | | | | | | |
| <p>Options</p> <ol style="list-style-type: none"> 1. All of the above 2. Any 3 of the above 3. Any 2 of the above 4. Any 1 of the above 5. None of the above | <p>3 of the above</p> | | | | | | |

| | |
|--|---------------------------|
| Data requirement: (As per Data Template) | |
| <ul style="list-style-type: none"> • Number of teachers participated • Name of the body in which full time teacher participated • Total number of teachers | |
| Documents: Upload the scanned copies of the letters issued by the affiliating university / institutions w.r.t the activity in which the teachers are involved. | |
| File Description: | |
| <ul style="list-style-type: none"> • Details of participation of teachers in various bodies/activities provided as a response to the metric • Any additional information | |
| File Description | Documents |
| Upload relevant supporting documents | VIEW FILE |
| | |

Key Indicator- 1.2 Academic Flexibility

| | | | | | |
|--------------------------------------|---|-------------|-----------|---------------|----|
| Metric No. | | | | | |
| 1.2.1. | <i>Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</i> | | | | |
| QnM | 1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented. | | | | |
| | <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number</td> <td>10</td> </tr> </table> | Year | 2020-2021 | Number | 10 |
| Year | 2020-2021 | | | | |
| Number | 10 | | | | |
| | Data Requirement: (As per Data Template) | | | | |
| | <ul style="list-style-type: none"> • Name of all Programmers adopting CBCS • Name of all Programmes adopting elective course system | | | | |
| | File Description (Upload) | | | | |
| | <ul style="list-style-type: none"> • Any additional information • Minutes of relevant Academic Council/ BOS meetings • Institutional data in prescribed format (Data Template) | | | | |
| File Description | Documents | | | | |
| Upload relevant supporting documents | VIEW FILE | | | | |

| | | |
|--------------------------------------|---|---------------------------|
| 1.2.2. Qn M | Number of Add on /Certificate programs offered during the year 1.2.2.1: How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template) The template is combined with 1.2.3 | |
| | Year | 2020-2021 |
| | Number | 2 |
| | <ul style="list-style-type: none"> Names of the Add on /Certificate programs with 30 or more contact hours No. of times offered during the same year Total no. of students completing the course in the year <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information Brochure or any other document relating to Add on /Certificate programs List of Add on /Certificate programs (Data Template) | |
| File Description | | Documents |
| Upload relevant supporting documents | | VIEW FILE |
| 1.2.3 QnM | Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year 1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs during the year. | |
| | Year | 2020-2021 |
| | Number | 155 |
| | <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> Total number of students enrolled in certificate / Add –on programs Total number of students across all the programs <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information Details of the students enrolled in Subjects related to certificate/Add-on programs | |
| File Description | | Documents |
| Upload relevant supporting documents | | VIEW FILE |
| • | | |

Key Indicator- 1.3 Curriculum Enrichment

| | |
|-------------------|--|
| Metric No. | |
| 1.3.1. QM | <p>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</p> <p>Upload a description in maximum of 200 words.</p> <p>R. G. Kedia College is affiliated to Osmania University and follows the curriculum prescribed by the University both at UG and PG levels. The institution vision is the holistic development of students by adopting the student-centric approach. The Institution imparts holistic learning to the students, reflecting the core values and also addresses cross cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability through the courses in the curriculum and adds on courses.</p> |

| | | | | | | | |
|--------------------------------------|--|------------------|-----------|--------------------------------------|---------------------------|------------------------|---------------------------|
| | <p>The institution makes efforts to enrich the curriculum by offering various Value -Added Courses to be on par with the industry requirements and allied areas, create access to employment and promote leadership qualities.</p> <p>University prescribed curriculum has a mandatory course for UG programs relevant to environment and sustainability, in the first year. The cross -cutting issues are also addressed in the curriculum.</p> <p>The importance of value-based education is imparted to students. Human Values are admittedly most precious of all values. Communal Harmony, Dignity of Labor and the Human Values that the institution tries to inculcate in the minds of the students.</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | | | | | | |
| | <table border="1"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>VIEW FILE</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | VIEW FILE | | |
| File Description | Documents | | | | | | |
| Upload relevant supporting documents | VIEW FILE | | | | | | |
| 1.3.2. | <p><i>Number of courses that include experiential learning through project work/field work/internship during the year</i></p> <p>1.3.2.1 : Number of courses that include experiential learning through project work/field work/internship during the year.</p> <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number</td> <td>4</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the Course Details of experiential learning through project work/field work/internship Name of the Programme <p>File Description:</p> <ul style="list-style-type: none"> Any additional information Programme / Curriculum/ Syllabus of the courses Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses MoU's with relevant organizations for these courses, if any Number of courses that include experiential learning through project work/field work/internship (Data Template) | Year | 2020-2021 | Number | 4 | | |
| Year | 2020-2021 | | | | | | |
| Number | 4 | | | | | | |
| Q _n M | <table border="1"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>VIEW FILE</td> </tr> <tr> <td>Additional Information</td> <td>View File</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | VIEW FILE | Additional Information | View File |
| File Description | Documents | | | | | | |
| Upload relevant supporting documents | VIEW FILE | | | | | | |
| Additional Information | View File | | | | | | |
| 1.3.3. | <p><i>Number of students undertaking project work/field work/ internships</i></p> <p>1.3.3.1. Number of students undertaking project work/field work/ internships</p> <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number</td> <td>271</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the programme No. of students undertaking project work/field work /internships <p>File Description:(Upload)</p> <ul style="list-style-type: none"> Any additional information List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | Year | 2020-2021 | Number | 271 | | |
| Year | 2020-2021 | | | | | | |
| Number | 271 | | | | | | |
| Q _n M | <table border="1"> <tr> <td>File Description</td> <td>Documents</td> </tr> </table> | File Description | Documents | | | | |
| File Description | Documents | | | | | | |

| | |
|--------------------------------------|---------------------------|
| Upload relevant supporting documents | VIEW FILE |
| Additional Information | View File |

Key Indicator- 1.4 Feedback System

| Metric No. | | | | | |
|--|--|--|---|-----------------------|-------------------------|
| 1.4.1. Q _n M | <p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i> <i>1) Students 2) Teachers 3) Employers 4) Alumni</i></p> <p>Options:</p> <table style="border: none;"> <tr> <td style="vertical-align: middle;"> <ul style="list-style-type: none"> A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above </td> <td style="font-size: 3em; vertical-align: middle; padding: 0 10px;">}</td> <td style="vertical-align: middle;">Choose any one</td> </tr> </table> <p>Data Requirement: Report of analysis of feedback received from different stakeholders</p> <p>File Description</p> <ul style="list-style-type: none"> • URL for stakeholder feedback report • Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) • Any additional information (Upload) <p>(Note: Data template is not applicable to this metric)</p> | <ul style="list-style-type: none"> A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above | } | Choose any one | All of the Above |
| <ul style="list-style-type: none"> A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above | } | Choose any one | | | |
| | File Description | Documents | | | |
| | Upload relevant supporting documents | VIEW FILE | | | |
| 1.4.2 Q _n M | <p><i>Feedback process of the Institution may be classified as follows:</i></p> <p>Options:</p> <ul style="list-style-type: none"> A. Feedback collected, analyzed and action taken and feedback available on website B. Feedback collected, analyzed and action has been taken C. Feedback collected and analyzed D. Feedback collected E. Feedback not collected <p>Documents: Upload Stakeholders feedback report, Action taken report of the institute on it as stated in the minutes of the Governing Council, Syndicate, Board of Management</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • URL for feedback report <p>(Note: Data template is not applicable to this metric)</p> | | | | |
| | File Description | Documents | | | |
| | Upload relevant supporting documents | View File | | | |

Criterion 2- Teaching- Learning and Evaluation

Key Indicator- 2.1 Student Enrolment and Profile

| Metric No. | | | | | | | | | | | | | | | |
|--|--|-------------|-----------------|---------------|-----|------------------|-----------------|--------------------------------------|---------------------------|------------------|-----------|--|---------------------------|--|---------------------------|
| 2.1.1. QnM | <p>Enrolment Number Number of students admitted during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-21 (UG+PG)</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">506</td> </tr> </table> <p>2.1.1.1. Number of sanctioned seats during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-21 (UG+PG)</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">757</td> </tr> </table> <p>Data Requirement last completed academic year.</p> <ul style="list-style-type: none"> • Total number of Students admitted • Total number of Sanctioned seats <p>File Description:</p> <ul style="list-style-type: none"> • Any additional information • Institutional data in prescribed format <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e1f5fe;">File Description</td> <td style="background-color: #e1f5fe;">Documents</td> </tr> <tr> <td style="background-color: #e1f5fe;">2.1 Upload relevant supporting documents</td> <td style="background-color: #e1f5fe;">VIEW FILE</td> </tr> <tr> <td style="background-color: #e1f5fe;">2.1.1 Upload relevant supporting documents</td> <td style="background-color: #e1f5fe;">VIEW FILE</td> </tr> </table> | Year | 2020-21 (UG+PG) | Number | 506 | Year | 2020-21 (UG+PG) | Number | 757 | File Description | Documents | 2.1 Upload relevant supporting documents | VIEW FILE | 2.1.1 Upload relevant supporting documents | VIEW FILE |
| Year | 2020-21 (UG+PG) | | | | | | | | | | | | | | |
| Number | 506 | | | | | | | | | | | | | | |
| Year | 2020-21 (UG+PG) | | | | | | | | | | | | | | |
| Number | 757 | | | | | | | | | | | | | | |
| File Description | Documents | | | | | | | | | | | | | | |
| 2.1 Upload relevant supporting documents | VIEW FILE | | | | | | | | | | | | | | |
| 2.1.1 Upload relevant supporting documents | VIEW FILE | | | | | | | | | | | | | | |
| 2.1.2. QnM | <p><i>Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-21 (UG+PG)</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">500</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Number of Students admitted from the reserved category • Total number of seats earmarked for reserved category as per GOI or State government rule <p>File Description: (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Number of seats filled against seats reserved (Data Template) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e1f5fe;">File Description</td> <td style="background-color: #e1f5fe;">Documents</td> </tr> <tr> <td style="background-color: #e1f5fe;">Upload relevant supporting documents</td> <td style="background-color: #e1f5fe;">VIEW FILE</td> </tr> </table> | Year | 2020-21 (UG+PG) | Number | 500 | File Description | Documents | Upload relevant supporting documents | VIEW FILE | | | | | | |
| Year | 2020-21 (UG+PG) | | | | | | | | | | | | | | |
| Number | 500 | | | | | | | | | | | | | | |
| File Description | Documents | | | | | | | | | | | | | | |
| Upload relevant supporting documents | VIEW FILE | | | | | | | | | | | | | | |

Key Indicator- 2.2. Catering to Student Diversity

| Metric No. | | | | | |
|--------------------------------------|---|------------------|-----------|--------------------------------------|---------------------------|
| 2.2.1 | <p><i>The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners.</i></p> <p>Write description in maximum of 200 words</p> <p>The institution's commitment to assessing students' learning levels and organizing special programs for advanced and slow learners is crucial for promoting inclusive education and ensuring that every student receives the necessary support to thrive academically.</p> <p>To begin with, the institution recognizes that each student has unique learning needs and abilities. Therefore, it implements a comprehensive and continuous assessment system to gauge the learning levels of students. The institution obtains a holistic understanding of each student's strengths, weaknesses, and learning preferences.</p> <p>Based on the assessment results, the institution identifies advanced learners requiring additional challenges and opportunities to enhance their knowledge and skills. These students may participate in specialized enrichment classes, advanced coursework, research projects, or mentorship programs. These initiatives provide a stimulating and intellectually engaging environment for advanced learners, allowing them to reach their full potential.</p> <p>On the other hand, the institution also identifies slow learners who may require extra support to bridge their learning gaps. Remedial classes are conducted to cater to their specific needs. These programs help them catch up with their peers and succeed in academics.</p> <p>File Description:</p> <ul style="list-style-type: none"> • Past link for additional Information • Upload any additional information <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">File Description</th> <th style="text-align: left;">Documents</th> </tr> </thead> <tbody> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> </tbody> </table> | File Description | Documents | Upload relevant supporting documents | View File |
| File Description | Documents | | | | |
| Upload relevant supporting documents | View File | | | | |

| | | |
|---|--|-----------|
| Q_n M | 2.2.2. Student- Full time teacher ratio (Data for the latest completed academic year) | |
| | Year | 2020-2021 |
| | Number of Students | 1269 |
| | Number of teachers | 55 |
| Data requirement: | | |
| <ul style="list-style-type: none"> Total number of Students enrolled in the Institution Total number of full-time teachers in the Institution | | |
| Formula: Students: teachers | | |
| File Description (Upload) | | |
| <ul style="list-style-type: none"> Any additional information | | |
| (Note: Data template is not applicable to this metric) | | |

Key Indicator- 2.3. Teaching- Learning Process

| | | | | | |
|--------------------------------------|---|------------------|-----------|--------------------------------------|---------------------------|
| Metric No. | | | | | |
| 2.3 | Number of outgoing/ final year students during the year | | | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">File Description</td> <td style="width: 50%;">Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | View File |
| File Description | Documents | | | | |
| Upload relevant supporting documents | View File | | | | |
| 2.3.1. Q₁M | <p><i>Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences</i></p> <p>Upload a description in maximum of 200 words</p> <p>The faculty members use teaching and learning methodologies as a part of a student-centric instruction approach. Demonstrations and specialized lectures improve the effectiveness of the teaching-learning activities. In addition to the traditional chalk and board method, we use presentation techniques to teach lessons to make learning practical and exciting. This method of instruction enables students to relate to the subject more practically. Professors and students interact, ensuring constant two-way contact. Faculty members engage students in learning by encouraging student engagement in group discussions, role-plays, subject quizzes, news analysis, discussion, and questions and answers on current events.</p> <p>The department offers programs to assist students with their experiential learning. The institution promotes experiential learning techniques such as laboratory sessions and project development to raise students' levels of creativity and intelligence.</p> <p>The institution offers cutting-edge student-centric strategies, including GD/debate, Peer learning groups, MOOCs, Google Classroom, Project-based learning, Workshops, Seminars, Simulation, Role-play, Video, Demonstrations, Activity-based Learning, Flipped Classrooms, Guest Lectures, Professional Practice School Worksheets, PowerPoint, Mind maps, journal reviews, prototype models, crossword puzzles, and real-time case studies Projects for research, management simulations, Viva-Voce.</p> <p>File Description:</p> <ul style="list-style-type: none"> Upload any additional information Link for additional information | | | | |

2.3.2.

Teachers use ICT enabled tools for effective teaching-learning process.

Write description in maximum of 200 words.

Q₁M

Faculty members engage students in learning by encouraging student engagement in group discussions, role-plays, subject quizzes, news analysis, discussion, and questions and answers on current events. In addition, ICT tools are used effectively for the teaching and learning process. Institutions establish an interactive and participatory learning environment using PowerPoint presentations for seminars and the pooling technique for events like quizzes and debates. For example, the college encourages experiential learning to boost students' intellect and creativity through projects and laboratory sessions. It provides a variety of cutting-edge student-centered teaching methods, including GD/debate, peer learning groups, MOOCs, Google Classroom, project-based learning, workshops, seminars, simulations, role-plays, videos, guest lectures, professional practice, worksheets, PowerPoint, mind maps, journal reviews, prototype models, crossword puzzles, and real-world case studies. In addition to improving public speaking abilities through exercises like poster presentations, impromptu speeches, and Viva-Voice sessions, these tactics encourage interactive, problem-solving, and hands-on learning.

File Description

- Upload any additional information
- Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.

| File Description | Documents |
|--------------------------------------|---------------------------|
| Upload relevant supporting documents | View File |

2.3.3.

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

Q_nM

2.3.3.1. Number of mentors Number of students assigned to each Mentor

| | |
|--------------------------|-----------|
| Year | 2020-2021 |
| Number of mentors | 49 |

Formula: Mentor: Mentee

File Description

- Upload, number of students enrolled and full-time teachers on roll.
- Circulars pertaining to assigning mentors to mentees
- mentor/mentee ratio

(Note: Data template is not applicable to this metric)

| | |
|--------------------------------------|---------------------------|
| File Description | Documents |
| Upload relevant supporting documents | View File |

Key Indicator- 2.4 Teacher Profile and Quality

| Metric No. | | | | | | | | | |
|--------------------------------------|---|-------------|-----------|---------------|----------------|------------------|-----------|--------------------------------------|---------------------------|
| 2.4.1. Q _n M | <p><i>Number of full-time teachers against sanctioned posts during the year</i></p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-2021</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">14 (Recruited)</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> • Number of full-time teachers • Number of sanctioned posts <p>File Description (Upload)</p> <ul style="list-style-type: none"> • full time teachers and sanctioned posts for year (Data Template) • Any additional information • List of the faculty members authenticated by the Head of HE <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0f2f1;">File Description</td> <td style="background-color: #e0f2f1;">Documents</td> </tr> <tr> <td style="background-color: #e0f2f1;">Upload relevant supporting documents</td> <td style="background-color: #e0f2f1;">View File</td> </tr> </table> | Year | 2020-2021 | Number | 14 (Recruited) | File Description | Documents | Upload relevant supporting documents | View File |
| Year | 2020-2021 | | | | | | | | |
| Number | 14 (Recruited) | | | | | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |
| 2.4.2. Q _n M | <p><i>Number of full-time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Super specialty / D.Sc. / D.Litt. during the year (consider only highest degree for count)</i></p> <p><i>D.N.B 2.4.2.1. Number of full-time teachers with Ph. D. / D.M. / M.Ch. / D.N.C Super specialty / D.Sc. / D.Litt. during the year</i></p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-2021</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">16</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Number of full-time teachers with PhD. / D.M. / M.Ch. / D.N.B Super specialty / D.Sc. /D.Litt. • Total number of full-time teachers <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • List of number of full-time teachers with <i>Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt.</i> and number of full times teachers for year (Data Template) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0f2f1;">File Description</td> <td style="background-color: #e0f2f1;">Documents</td> </tr> <tr> <td style="background-color: #e0f2f1;">Upload relevant supporting documents</td> <td style="background-color: #e0f2f1;">View File</td> </tr> </table> | Year | 2020-2021 | Number | 16 | File Description | Documents | Upload relevant supporting documents | View File |
| Year | 2020-2021 | | | | | | | | |
| Number | 16 | | | | | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |

| | | |
|----------------------------|---|---------------------------|
| 2.4.3. Q _n M | Number of years of teaching experience of full-time teachers in the same institution (Data for the latest completed academic year) | |
| | 2.4.3.1 : Total experience of full-time teachers | |
| | Year | 2020-2021 |
| | Number | 55 |
| | Data requirement for year (As per Data Template) | |
| | <ul style="list-style-type: none"> Name and Number of full-time teachers with years of teaching experiences | |
| | File Description: (Upload) | |
| | <ul style="list-style-type: none"> Any additional information List of Teachers including their PAN, designation, dept. and experience details (Data Template) | |
| | File Description | Documents |
| | Upload relevant supporting documents | View File |

Key Indicator- 2.5. Evaluation Process and Reforms

| | |
|----------------------------|--|
| Metric No. | |
| 2.5.1. Q ₁ M | <p><i>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</i></p> <p>Upload a description not more than 200 words</p> <p>The mechanism of internal assessment is designed to be transparent and robust in terms of frequency and mode. It ensures that the assessment process is clear and well-defined, allowing individuals to understand how their performance is being evaluated. Moreover, the assessment frequency is consistent and regular, providing opportunities for continuous feedback and improvement.</p> <p>The mode of internal assessment is also designed to be robust, meaning that it encompasses various methods and tools to gather comprehensive and reliable information about an individual's performance. This may include written assignments, practical examinations, presentations, group projects, and other forms of assessment that align with the learning objectives of the specific domain or subject.</p> <p>Transparency in the internal assessment process is crucial as it promotes fairness and accountability. By clearly communicating the assessment criteria and expectations to the individuals being assessed, it allows them to understand the standards they are being measured against. This transparency also enables individuals to identify areas for improvement and take necessary steps to enhance their performance.</p> <p>In summary, the mechanism of internal assessment aims to be transparent and robust by providing clear criteria, regular assessment opportunities, and a variety of assessment modes. This approach facilitates meaningful feedback, promotes growth, and ensures a fair evaluation of individuals' performance.</p> <p>File Description: Any additional information Link for additional information</p> |
| | File Description |
| | Documents |
| | Upload relevant supporting documents |
| | View File |

| | | | | | |
|--------------------------------------|--|------------------|-----------|--------------------------------------|---------------------------|
| <p>2.5.2. QM</p> | <p><i>Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient</i></p> <p>Upload a description not more than 200 words</p> <p>Internal examination-related complaints will be handled through an open, timely, and effective process. It guarantees that students have a fair and easily accessible procedure to resolve any issues or complaints they might have regarding the outcomes of their internal exams or other relevant things.</p> <p>One of the main tenets of this approach is transparency. Students are given a comprehensive explanation of the steps and regulations for filing grievances, as well as the standards for considering and resolving them. Students benefit from this transparency by better understanding the procedures, deadlines, and standards used to assess their complaints.</p> <p>The mechanism's time-boundness is yet another crucial component. Grievances are resolved quickly thanks to the process's framework, which includes clear deadlines for each stage. As a result, unnecessary delays are avoided, pupils feel certain, and their problems are promptly addressed. Efficiency is a key consideration when handling complaints about internal examinations. The method is intended to be efficient and straightforward, with clear duties and obligations for each party. A specific grievance cell or committee may be established to manage these issues, ensuring that complaints are immediately examined, looked into, and settled.</p> <p>According to the Proforma outlined in the Osmania university syllabus, every relevant subject faculty prepare questions for internal examinations worth 20 or 15 marks.</p> <p>If the student is not satisfied with the initial outcome, the mechanism may also include a structured method for submitting grievances, documentation requirements, and an open appeals process. To keep the students informed, grievance status can also be communicated and updated on a regular basis.</p> <p>After the exam is over, the relevant subject faculty evaluates the results. If any students did not perform satisfactorily or were unable to do well, the subject faculty gave them an additional question and required them to rewrite their answers. Additionally, topic experts describe the appropriate writing style and answer choices for objective questions.</p> <p>The internal marks are posted on the department notice board for more transparency.</p> <p>The internal examination-related grievances procedure strives to boost trust in the evaluation process by including transparency, time constraints, and efficiency. In addition to fostering trust, fairness, and accountability inside the educational institution, it makes sure that students have a fair and accessible way to express their issues.</p> <p>File Description:</p> <ul style="list-style-type: none"> • Any additional information • Link for additional information <table border="1" data-bbox="304 1615 1404 1682"> <tr> <td data-bbox="304 1615 798 1648">File Description</td> <td data-bbox="798 1615 1404 1648">Documents</td> </tr> <tr> <td data-bbox="304 1648 798 1682">Upload relevant supporting documents</td> <td data-bbox="798 1648 1404 1682">View File</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | View File |
| File Description | Documents | | | | |
| Upload relevant supporting documents | View File | | | | |

Key Indicator- 2.6 Student Performance and Learning Outcome

| | |
|--------------------------|--|
| <p>Metric No.</p> | |
|--------------------------|--|

| | | | | | |
|---|--|------------------|-----------|--------------------------------------|---------------------------|
| <p>2.6.1.</p> <p>Q_iM</p> | <p><i>Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.</i></p> <p>Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 200 characters and maximum of 200 words</p> <p>The faculty and students are informed about designated and learning outcomes of the academic programs provided by the institution. The College has implemented outcome-based education and had explicitly outlined the learning objectives for both the programs and courses on the college website. The following mechanism are followed by the college to communicate the learning outcome to the teacher and students. At the onset, of each semester every program is convened for orientation programs, where students are provided with comprehensive information regarding the college course offerings. The progress and achievement of our programs, courses are regularly monitored, evaluated in terms of their learning outcomes.</p> <ol style="list-style-type: none"> 1. Physical copy of the syllabi is readily accessible within the department and library for the convenience of both faculty and students. 2. The significance of the learning outcomes has been effectively conveyed to the faculty, during every IQAC Meeting and inter Department meetings. <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Past link for Additional information • Upload COs for all courses (exemplars from Glossary) <table border="1" data-bbox="312 1144 1410 1216"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>VIEW FILE</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | VIEW FILE |
| File Description | Documents | | | | |
| Upload relevant supporting documents | VIEW FILE | | | | |
| <p>2.6.2.</p> <p>Q_iM</p> | <p><i>Attainment of Programme outcomes and course outcomes are evaluated by the institution.</i></p> <p>Describe the method of measuring the level of attainment of POs, PSOs and COs in not more than 200 words</p> <p>The process for the evaluation of the students in different subjects is followed as per the rules and regulations of the University authorities Examinations committee and Faculty. The implementation of the syllabi with changes and the process of evaluation of the learners are monitored by the university authorities, the management of the college and the principal. To achieve the Course Outcomes and Programme Outcomes successfully the faculty organizes the events and programs to meet the course objectives.</p> <p>The course outcomes are measured through the marks obtained in the continuous evaluation both Internal and external examinations. The programme specific outcomes are measured by taking the aggregate result of all courses in a given programme of an individual student, and then the average performance of all the students in a given programme. The feedback system of various stakeholders helps to measure the attainment of the programme outcomes. The student feedback system provides information pertaining to the curriculum, availability of the course material, and course's importance in terms of employability and so on, which is pertinent help the institution measures its learning outcomes.</p> | | | | |

| | | |
|--|---|---------------------------|
| 2.6.3. Q_nM | Pass percentage of Students during the year | |
| | 2.6.3.1. Total number of final year students who passed the university examination during the year | |
| | 2.6.3.2. Total number of final year students who appeared for the university examination during the year | |
| | Previous completed academic year | |
| | Number of students appeared | 424 |
| | Number of students passed | 372 |
| | Data Requirement (As per Data Template) | |
| | <ul style="list-style-type: none"> • Programme code • Name of the Programme • Number of Students appeared • Number of Students passed • Pass percentage | |
| | File Description | |
| | <ul style="list-style-type: none"> • Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) • Upload any additional information • Paste link for the annual report | |
| | File Description | Documents |
| | Upload relevant supporting documents | View File |

Key Indicator- 2.7 Student Satisfaction Survey

| | | |
|---|--|---------------------------|
| Metric No. | | |
| 2.7.1 Q_nM | <i>Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)</i> | |
| | File Description | Documents |
| | Upload relevant supporting documents | View File |

Criterion3- Research, Innovations and Extension

Key Indicator 3.1- Resource Mobilization for Research

| Metric No. | | | | | | | | | |
|--------------------------------------|--|-------------|-----------|------------------------|---|------------------|-----------|--------------------------------------|---------------------------|
| 3.1.1. Q _n M | <p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)</i> 3.1.1.1: Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-2021</td> </tr> <tr> <td style="text-align: center;">(INR in Lakhs):</td> <td style="text-align: center;">-</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the Project/Endowments • Name of the Principal Investigator • Department of Principal Investigator • Year of Award • Funds provided • Duration of the project • Name of the Project/Endowments <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • e-copies of the grant award letters for sponsored research projects /endowments • List of endowments / projects with details of grants (Data Template) <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; text-align: center;">File Description</td> <td style="width: 50%; text-align: center;">Documents</td> </tr> <tr> <td style="text-align: center;">Upload relevant supporting documents</td> <td style="text-align: center;">View File</td> </tr> </table> | Year | 2020-2021 | (INR in Lakhs): | - | File Description | Documents | Upload relevant supporting documents | View File |
| Year | 2020-2021 | | | | | | | | |
| (INR in Lakhs): | - | | | | | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |
| 3.1.2 Q _n M | <p><i>Number of departments having Research projects funded by government and non-government agencies during the year</i> 3.1.2.1: Number of departments having Research projects funded by government and non-government agencies during the year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-2021</td> </tr> <tr> <td style="text-align: center;">(INR inLakhs):</td> <td style="text-align: center;">-</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of Principal Investigator • Duration of project • Name of the research project • Amount / Fund received • Name of funding agency • Year of sanction • Department of recipient <p>File Description (Upload)</p> <ul style="list-style-type: none"> • List of research projects and funding details (Data Template) • Any additional information • Supporting document from Funding Agency | Year | 2020-2021 | (INR inLakhs): | - | | | | |
| Year | 2020-2021 | | | | | | | | |
| (INR inLakhs): | - | | | | | | | | |

| | | | | | | | | | | | | | |
|--|--|-------------|-----------|---------------------------|---|------------------|-----------|-----------------------|---------------------------|---------------------|---------------------------|--|-----------|
| | <ul style="list-style-type: none"> Paste link to funding agency website | | | | | | | | | | | | |
| 3.1.3 QnM | <p>Number of Seminars/conferences/workshops conducted by the institution during the year</p> <p>3.1.3.1: Total number of Seminars/conferences/workshops conducted by the institution during the year:</p> <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number of teachers</td> <td>7</td> </tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the workshops /seminars Number of Participants Date (From-to) Link to the activity report on the website <p>File Description (Upload)</p> <ul style="list-style-type: none"> Report of the event Any additional information List of workshops/seminars during last 5 years (Data Template) <table border="1"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Events Data templates</td> <td>View File</td> </tr> <tr> <td>Report of the event</td> <td>View File</td> </tr> <tr> <td>List of workshops/seminars during last 5 years (Data Template)</td> <td>View File</td> </tr> </table> | Year | 2020-2021 | Number of teachers | 7 | File Description | Documents | Events Data templates | View File | Report of the event | View File | List of workshops/seminars during last 5 years (Data Template) | View File |
| Year | 2020-2021 | | | | | | | | | | | | |
| Number of teachers | 7 | | | | | | | | | | | | |
| File Description | Documents | | | | | | | | | | | | |
| Events Data templates | View File | | | | | | | | | | | | |
| Report of the event | View File | | | | | | | | | | | | |
| List of workshops/seminars during last 5 years (Data Template) | View File | | | | | | | | | | | | |

Key Indicator 3.2- Research Publication and Awards

| | | | | | |
|--------------------------------|--|-------------|-----------|---------------|---|
| Metric No. | | | | | |
| 3.2.1 QnM | <p><i>Number of papers published per teacher in the Journals notified on UGC website during the year</i></p> <p>3.2.1.1. Number of research papers in the Journals notified on UGC website during the year</p> <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number</td> <td>8</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> Title of paper Name of the author/s Department of the teacher Name of journal Year of publication ISBN/ISS Number <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information List of research papers by title, author, department, name and year of | Year | 2020-2021 | Number | 8 |
| Year | 2020-2021 | | | | |
| Number | 8 | | | | |

| | | |
|---------------|--|---------------------------|
| | publication (Data Template) | |
| | File Description | Documents |
| | Upload relevant supporting documents | View File |
| | Additional information | View File |
| | | |
| 3.2.2. | <i>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year</i> | |
| QnM | 3.2.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year | |
| | Year | 2020-2021 |
| | Number | - |
| | Data requirement for year: (As per Data Template) | |
| | <ul style="list-style-type: none"> Name of the teacher: Title of the paper Title of the book published: Name of the author/s : Title of the proceedings of the conference Name of the publisher: National/International National/international: ISBN/ISSN number of the proceedings Year of publication: | |
| | File Description: (Upload) | |
| | <ul style="list-style-type: none"> Any additional information List books and chapters edited volumes/ books published (Data Template) | |
| | File Description | Documents |
| | Upload relevant supporting documents | View File |

Key Indicator 3.3- Extension Activities

| | |
|-------------------|--|
| Metric No. | |
| 3.3.1. | <i>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year.</i> |
| Q1M | Describe the impact of extension activities in sensitizing students to social issues and holistic development within a maximum of 200 words. The college organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. The NSS Committee actively participates in the social issues which include cleanliness, tree plantation, water conservation, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health checkup camp. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self-confidence of students. It also helped in cultivating hidden personality of students and created awareness among students. |
| | File Description: |
| | <ul style="list-style-type: none"> Paste link for additional information Upload any additional information |
| | File Description |
| | Documents |

| | | | | | | |
|------------------------------|---|---------------------------|-------------|-----------|---------------|---|
| | Upload relevant supporting documents | View File | | | | |
| 3.3.2. Qn M | <p><i>Number of awards and recognitions received for extension activities from government / government recognized bodies during the year</i></p> <p>3.3.2.1. Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year.</p> <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number</td> <td>6</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the activity Name of the Award/recognition Name of the Awarding government/ government recognized bodies Year of the Award <p>File Description: (Upload)</p> <ul style="list-style-type: none"> Any additional information Number of awards for extension activities during the year (Data Template) e-copy of the award letters | | Year | 2020-2021 | Number | 6 |
| Year | 2020-2021 | | | | | |
| Number | 6 | | | | | |
| | File Description | Documents | | | | |
| | Upload relevant supporting documents | View File | | | | |
| | Additional information | View File | | | | |
| 3.3.3. QnM | <p><i>Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodies during the year</i></p> <p>3.3.3.1. Total Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodies during the year</p> <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number</td> <td>-</td> </tr> </table> <p>Data Requirements (during the year) (As per Data Template)</p> <ul style="list-style-type: none"> Name and number of the extension and outreach Programmes Name of the collaborating agency: non-government, industry, community with contact details <p>File Description (Upload)</p> <ul style="list-style-type: none"> Reports of the event organized Any additional information Number of extension and outreach Programmes conducted with industry, community etc. for the last year (Data Template). | | Year | 2020-2021 | Number | - |
| Year | 2020-2021 | | | | | |
| Number | - | | | | | |
| | File Description | Documents | | | | |
| | Upload relevant supporting documents | View File | | | | |

| | | |
|-----------------------------|--|---------------------------|
| 3.3.4. QnM | Number of students participating in extension activities at 3.3.3. above during the year | |
| | 3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year | |
| | Year | 2020-2021 |
| | Number | 02 |
| | Data Requirements for last (during the year) (As per Data Template) | |
| | <ul style="list-style-type: none"> • Name of the activity • Name of the scheme • Year of the activity • Number of teachers participating in such activities • Number of students participating in such activities | |
| | File Description: | |
| | <ul style="list-style-type: none"> • Report of the event • Any additional information • Number of students participating in extension activities with Govt. or NGO etc. (Data Template) | |
| | File Description | Documents |
| | Upload relevant supporting documents | View File |
| | Additional Information | View File |

Key Indicators 3.4 – Collaboration (20)

| | | | | |
|-----------------------------|--|-------------|-----------|---------------|
| Metric No. | | | | |
| 3.4.1. QnM | The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year | | | |
| | <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number</td> <td>28</td> </tr> </table> <ul style="list-style-type: none"> • Number of linkages for faculty exchange, student exchange, internship, field trip, on-the- job training, research etc. during the year <p>Data Requirements:(during the year) (As per Data Template)</p> <ul style="list-style-type: none"> • Title of the linkage • Name of the partnering institution /industry/research lab with contact details • Year of commencement • Duration (From-To) • Nature of linkage <p>File Description: (Upload)</p> <ul style="list-style-type: none"> • e-copies of linkage related Document • Any additional information <p>Details of linkages with institutions/industries for internship (Data Template)</p> | Year | 2020-2021 | Number |
| Year | 2020-2021 | | | |
| Number | 28 | | | |
| | File Description | | | |
| | Documents | | | |

| | | | | | | |
|--|---|---------------------------|-----------|---------------|---|--|
| | Upload relevant supporting documents | View File | | | | |
| 3.4.2. QnM | <i>Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year</i> | | | | | |
| | 3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year | | | | | |
| | <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number</td> <td>7</td> </tr> </table> | Year | 2020-2021 | Number | 7 | |
| | Year | 2020-2021 | | | | |
| | Number | 7 | | | | |
| Data requirement for year: (As per Data Template) <ul style="list-style-type: none"> • Organization with which MoU's signed • Name of the institution/industry/corporate house • Year of signing MoU • Duration • List the actual activities under each MoU • Number of students/teachers participating under MoUs | | | | | | |
| File Description: <ul style="list-style-type: none"> • e-Copies of the MoUs with institution. / industry/corporate houses • Any additional information • Details of functional MoUs with institutions of national, international importance, other universities etc during the year | | | | | | |
| File Description | Documents | | | | | |
| Upload relevant supporting documents | View File | | | | | |
| | | | | | | |

Criterion 4 - Infrastructure and Learning Resources

Key Indicator – 4.1 Physical Facilities

| Metric No. | | | | | |
|--------------------------------------|---|------------------|-----------|--------------------------------------|---------------------------|
| <p>4.1.1. QIM</p> | <p><i>The Institution has adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.</i></p> <p>Describe the adequacy of infrastructure and physical facilities for teaching –learning as per the minimum specified requirement by statutory bodies within a maximum 200 words.</p> <p>Institution has a well-developed infrastructure; it is equipped with modern facilities and E-learning resources to achieve academic excellence according to its vision and strategic objectives.</p> <p>The infrastructure facilities and learning resources are categorized as under:</p> <p>(a) Learning Resources include digital boards, library facilities, laboratories, computer Labs.</p> <p>(b) Support facilities include, canteens, convocation hall, seminar halls, committee rooms.</p> <p>(c) Utilities include safe drinking water, restrooms and power generators. Classes are scheduled for optimal utilization of the available physical infrastructure. Sophisticated equipment is available in the laboratories.</p> <p>The Institution continuously strives to create and enhance infrastructure both in terms of buildings and other facilities to provide a good teaching-learning environment.</p> <p>To promote cutting-edge research in challenging emerging research areas a research policy is created to facilitate the faculty members to enhance their research and participate in all the FDP’s, MDP’s and other professional development activities.</p> <p>Reliable Power Supply: To ensure regular and reliable power supply, Institution has invested in multiple solar plants with a total capacity of approximately 17KW and a power backup with diesel generator capacity of 62KV</p> <p>Safety and Surveillance: This is a proactive measure which helps personnel to respond to situations in time and prevent mishaps. The Institution has fire-fighting system in place in all buildings and labs.</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e1f5fe;">File Description</td> <td style="background-color: #e1f5fe;">Documents</td> </tr> <tr> <td style="background-color: #e1f5fe;">Upload relevant supporting documents</td> <td style="background-color: #e1f5fe;">View File</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | View File |
| File Description | Documents | | | | |
| Upload relevant supporting documents | View File | | | | |
| <p>4.1.2. QIM</p> | <p><i>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</i></p> <p>Describe the adequacy of facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate within a maximum of 200 words</p> <p>The Institution with its compulsory Core Courses and the continuous evaluation scheme, integrates sports and extra-curricular activities as essential components. This is done not only for participation but also for assessment of students. It has adequate facilities for sports, games and cultural activities.</p> <p>All faculties have well-equipped halls for organizing annual functions, events and cultural events. Major cultural events are organized at the auditorium Hall, Games and sports competitions are organized regularly every year for students.</p> | | | | |

| | | | | | | | | | |
|--|--|-------------|-----------|-----------------------------|------|------------------|-----------|--------------------------------------|---------------------------|
| | <p>Students are specially trained for participation in Zonal and Inter-Zonal, National Youth Festivals competitions organized by the Universities. Special classes on self-defense is organized specially for female students.</p> <p>National Independence Day and Republic Day are celebrated in the Institution by unfurling the national flag followed by a guard of honour of the Chief Guest. Students present cultural programme on the Convocation Day and in National and International Conferences organized by the Institution.</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information | | | | | | | | |
| <p>4.1.3.</p> <p>QnM</p> | <p><i>Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.</i></p> <p>4.1.3.1 : Number of classrooms and seminar halls with ICT facilities</p> <table border="1" data-bbox="327 712 971 788"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number of Classrooms</td> <td>27+2</td> </tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> • Number of classrooms with LCD facilities • Number of classrooms with Wi-Fi/LAN facilities • Number of smart classrooms • Number of classrooms with LMS facilities • Number of seminar halls with ICT facilities <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information • Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) <table border="1" data-bbox="311 1232 1412 1303"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> </table> | Year | 2020-2021 | Number of Classrooms | 27+2 | File Description | Documents | Upload relevant supporting documents | View File |
| Year | 2020-2021 | | | | | | | | |
| Number of Classrooms | 27+2 | | | | | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |

| | | | | | |
|--------------------------------------|---|------------------|-----------|--------------------------------------|---------------------------|
| 4.1.4. | <i>Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)</i> | | | | |
| QnM | 4.1.4.1. Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs) | | | | |
| | <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>(INR in Lakhs)</td> <td>2,07,51,251/-</td> </tr> </table> | Year | 2020-2021 | (INR in Lakhs) | 2,07,51,251/- |
| Year | 2020-2021 | | | | |
| (INR in Lakhs) | 2,07,51,251/- | | | | |
| | Data Requirements: (during the year) (As per Data Template) | | | | |
| | <ul style="list-style-type: none"> • Expenditure for infrastructure augmentation • Total expenditure excluding salary | | | | |
| | File Description: | | | | |
| | <ul style="list-style-type: none"> • Upload any additional information • Upload audited utilization statements • Upload Details of budget allocation, excluding salary during the year (Data Template) | | | | |
| | <table border="1"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | View File |
| File Description | Documents | | | | |
| Upload relevant supporting documents | View File | | | | |

Key Indicator – 4.2 Library as a learning Resource

| | | | | | | | | | |
|--|--|--|----------------------------------|---|-----------|-----------|-----|----------------------|------|
| Metric No. | | | | | | | | | |
| 4.2.1. | Library is automated using Integrated Library Management System (ILMS) | | | | | | | | |
| QIM | Data requirement for year: Upload a description of library with, | | | | | | | | |
| | <table border="1"> <tr> <td>• Name of ILMS software</td> <td>New Gen Lib</td> </tr> <tr> <td>• Nature of automation (fully or partially)</td> <td>Partially</td> </tr> <tr> <td>• Version</td> <td>3.1</td> </tr> <tr> <td>• Year of Automation</td> <td>2020</td> </tr> </table> | • Name of ILMS software | New Gen Lib | • Nature of automation (fully or partially) | Partially | • Version | 3.1 | • Year of Automation | 2020 |
| • Name of ILMS software | New Gen Lib | | | | | | | | |
| • Nature of automation (fully or partially) | Partially | | | | | | | | |
| • Version | 3.1 | | | | | | | | |
| • Year of Automation | 2020 | | | | | | | | |
| 4.2.2. | <i>The institution has subscription for the following e-resources.</i> | | | | | | | | |
| QnM | <table border="1"> <tr> <td> <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access toe-resources <p>Options:</p> <p>A. Any 4 or more of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> <p>Data requirement for year: (As per Data Template)</p> </td> <td style="text-align: center; vertical-align: middle;"> <p>Any 2 of the above</p> </td> </tr> </table> | <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access toe-resources <p>Options:</p> <p>A. Any 4 or more of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> <p>Data requirement for year: (As per Data Template)</p> | <p>Any 2 of the above</p> | | | | | | |
| <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access toe-resources <p>Options:</p> <p>A. Any 4 or more of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> <p>Data requirement for year: (As per Data Template)</p> | <p>Any 2 of the above</p> | | | | | | | | |

| | | | | | | |
|-----------------------|--|---------------------------|-----------|-----------------------|------------|--|
| | <ul style="list-style-type: none"> • Details of membership: • Details of subscription: | | | | | |
| | <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga 1Membership etc (Data Template) | View File | | | | |
| 4.2.3 | <i>Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)</i> | | | | | |
| QnM | 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs) | | | | | |
| | <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>(INR in Lakhs)</td> <td>1,43,536/-</td> </tr> </table> | Year | 2020-2021 | (INR in Lakhs) | 1,43,536/- | |
| Year | 2020-2021 | | | | | |
| (INR in Lakhs) | 1,43,536/- | | | | | |
| | Data requirement for year: (As per Data Template) | | | | | |
| | <ul style="list-style-type: none"> • Expenditure on the purchase of books/e-books • Expenditure on the purchase of journals/e-journals in during the year • Year of Expenditure: | | | | | |
| | File Description (Upload) Accounts Departments | | | | | |
| | <ul style="list-style-type: none"> • Any additional information • Audited statements of accounts • Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | | | | | |
| 4.2.4 | <i>Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)</i> | | | | | |
| QnM | 4.2.4.1 Number of teachers and students using library per day over last one year | | | | | |
| | Data Requirement | | | | | |
| | <ul style="list-style-type: none"> • Upload last page of accession register details • Method of computing per day usage of library • Number of users using library through e-access • Number of physical users accessing library | | | | | |
| | File Description (Upload) | | | | | |
| | <ul style="list-style-type: none"> • Any additional information • Details of library usage by teachers and students | | | | | |
| | File Description | Documents | | | | |
| | Upload relevant supporting documents | View File | | | | |
| | The HEI is requested to calculate the teachers and students' usage library per day. | | | | | |
| | Average usage of the library by the college = Total no. of teachers & students in each day for all working days / Total no. of working days | | | | | |
| | (Note: Data template is not applicable to this metric) | | | | | |

Key Indicator- 4.3 IT Infrastructure

| | |
|-------------------|--|
| Metric No. | |
|-------------------|--|

| | | | | | | | | | |
|---|---|---|----------------|---|---------------------------|--------------------------|-----------|--------------------------------------|---------------------------|
| <p>4.3.1.</p> <p>Q₁M</p> | <p><i>Institution frequently updates its IT facilities including Wi-Fi</i></p> <p>Describe IT facilities including Wi-Fi with date and nature of updating within a maximum of 200 words.</p> <p>The institution continuously strives to provide the state-of-the-art technologies and update its ICT facilities to ensure efficient functioning. Extensive infrastructure had been setup in the classes. There are 27 Classes having digital boards, projector with Computer facilities which enables the faculty to use the multimedia resources for the effective teaching learning process and the seminar & Auditorium also digitalized with the modern ICT tools. A well-equipped computer lab is also functioning in the institution, so that the students is able to access the lab and the technical team is always work on up-gradation of computer labs with the updated software. The whole institution has a LAN Connections and Secured Wi-Fi facilities (100MB/PS). All teaching staff member use the ICT enabled classrooms and laboratories, which also includes Audio-Video Visuals. The faculties and administrative staff also provide with the laptops for smooth functioning. The class rooms are under CCTV Surveillance.</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information <table border="1" data-bbox="312 909 1418 981"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | View File | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |
| <p>4.3.2.</p> <p>Q_nM</p> | <p><i>Student – Computer ratio</i></p> <p>Number of students: Number of Computers: 1269:297</p> <ul style="list-style-type: none"> • <table border="1" data-bbox="419 1093 1426 1245"> <tr> <td colspan="2">Data Requirements:</td> </tr> <tr> <td>Number of computers in working condition</td> <td>297</td> </tr> <tr> <td>Total Number of students</td> <td>1269</td> </tr> </table> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Student – computer ratio <p>(Note: Data template is not applicable to this metric)</p> | Data Requirements: | | Number of computers in working condition | 297 | Total Number of students | 1269 | | |
| Data Requirements: | | | | | | | | | |
| Number of computers in working condition | 297 | | | | | | | | |
| Total Number of students | 1269 | | | | | | | | |
| <p>4.3.3.</p> <p>Q_nM</p> | <p><i>Bandwidth of internet connection in the Institution</i></p> <p>Options:</p> <table border="1" data-bbox="320 1509 1426 1771"> <tr> <td> A. ≥ 50MBPS B. 30 - 50MBPS C. 10 - 30MBPS D. 10 - 5MBPS E. < 5MBPS </td> <td>≥ 50MBPS</td> </tr> <tr> <td>Data Requirement: A. Available internet band width</td> <td>100MBPS</td> </tr> </table> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional Information • Details of available bandwidth of internet connection in the Institution <p>(Note: Data template is not applicable to this metric)</p> <table border="1" data-bbox="312 1957 1418 2036"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> </table> | A. ≥ 50 MBPS B. 30 - 50MBPS C. 10 - 30MBPS D. 10 - 5MBPS E. < 5 MBPS | ≥ 50 MBPS | Data Requirement: A. Available internet band width | 100MBPS | File Description | Documents | Upload relevant supporting documents | View File |
| A. ≥ 50 MBPS B. 30 - 50MBPS C. 10 - 30MBPS D. 10 - 5MBPS E. < 5 MBPS | ≥ 50 MBPS | | | | | | | | |
| Data Requirement: A. Available internet band width | 100MBPS | | | | | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |

Key Indicator – 4.4 Maintenance of Campus Infrastructure

| Metric No. | | | | | | | | | |
|--------------------------------------|--|------------------|-----------|--------------------------------------|---------------------------|------------------|-----------|--------------------------------------|---------------------------|
| 4.4.1 QnM | <p><i>Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)</i></p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-2021</td> </tr> <tr> <td style="text-align: center;">(INR in Lakhs)</td> <td style="text-align: center;">39,37,353/-</td> </tr> </table> <p>Data Requirement: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Non salary expenditure incurred • Expenditure incurred on maintenance of campus infrastructure <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Audited statements of accounts. • Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">File Description</td> <td style="width: 50%;">Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td style="text-align: center;">View File</td> </tr> </table> | Year | 2020-2021 | (INR in Lakhs) | 39,37,353/- | File Description | Documents | Upload relevant supporting documents | View File |
| Year | 2020-2021 | | | | | | | | |
| (INR in Lakhs) | 39,37,353/- | | | | | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |
| 4.4.2. Q1M | <p><i>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</i></p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within a maximum of 200 words.</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">File Description</td> <td style="width: 50%;">Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td style="text-align: center;">View File</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | View File | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |

Criterion 5- Student Support and Progression

Key Indicator- 5.1 Student Support

| Metric No. | | | | | | | | | |
|--------------------------------------|--|-------------|-----------|---------------|-----|------------------|-----------|--------------------------------------|---------------------------|
| 5.1.1 QnM | <p><i>Number of students benefited by scholarships and free ships provided by the Government during the year</i></p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the Government during the year</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-2021</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">611</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the Scheme • Number of students benefiting <p>File Description:</p> <ul style="list-style-type: none"> • Upload self-attested letter with the list of students sanctioned scholarship • Upload any additional information • Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e1f5fe;">File Description</td> <td style="background-color: #e1f5fe;">Documents</td> </tr> <tr> <td style="background-color: #e1f5fe;">Upload relevant supporting documents</td> <td style="background-color: #e1f5fe;">View File</td> </tr> </table> | Year | 2020-2021 | Number | 611 | File Description | Documents | Upload relevant supporting documents | View File |
| Year | 2020-2021 | | | | | | | | |
| Number | 611 | | | | | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |
| 5.1.2. QnM | <p><i>Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government bodies, industries, individuals, philanthropists during the year</i></p> <p>5.1.2.1 Total number of students benefited by scholarships, free ships, etc. provided by the institution / non- government bodies, industries, individuals, philanthropists during the year</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-2021</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">643</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the Scheme with contact information • Number of students benefiting <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Number of students benefited by scholarships and free ships institution /non- government bodies, industries, individuals, philanthropists during the year (Date Template) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e1f5fe;">File Description</td> <td style="background-color: #e1f5fe;">Documents</td> </tr> <tr> <td style="background-color: #e1f5fe;">Upload relevant supporting documents</td> <td style="background-color: #e1f5fe;">View File</td> </tr> </table> | Year | 2020-2021 | Number | 643 | File Description | Documents | Upload relevant supporting documents | View File |
| Year | 2020-2021 | | | | | | | | |
| Number | 643 | | | | | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |

| | | | | | | | | | |
|--------------------------------------|---|------------------|-----------|--------------------------------------|---------------------------|------------------------|---------------------------|--------------------------------------|---------------------------|
| <p>5.1.3. QnM</p> | <p><i>Capacity building and skills enhancement initiatives taken by the institution include the following</i></p> <ol style="list-style-type: none"> 1. <i>Soft skills</i> 2. <i>Language and communication skills</i> 3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i> 4. <i>ICT/computing skills</i> <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. none of the above <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the capability building and skills enhancement initiatives • Year of implementation • Number of students enrolled • Name of the agencies involved with contact details <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Link to Institutional website • Any additional information • Details of capability building and skills enhancement initiatives (Data Template) <table border="1" data-bbox="312 1055 1410 1160"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> <tr> <td>Additional information</td> <td>View File</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | View File | Additional information | View File | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |
| Additional information | View File | | | | | | | | |
| <p>5.1.4. QnM</p> | <p><i>Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the year</i></p> <p>5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</p> <table border="1" data-bbox="328 1312 708 1391"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number</td> <td>56</td> </tr> </table> <p>Data requirement for year:(As per Data Template)</p> <ul style="list-style-type: none"> • Name of the scheme • Number of students who have passed in the competitive exam • Number of students placed <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) <table border="1" data-bbox="312 1693 1410 1765"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> </table> | Year | 2020-2021 | Number | 56 | File Description | Documents | Upload relevant supporting documents | View File |
| Year | 2020-2021 | | | | | | | | |
| Number | 56 | | | | | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |
| <p>5.1.5. QnM</p> | <p><i>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organization 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

Options:

- A. All of the above
- B. Any 3 of the above
- C. Any 2 of the above
- D. Any 1 of the above
- E. None of the above

Data Requirement:

Upload the grievance redressal policy document with reference to prevention of sexual harassment committee and anti-ragging committee, constitution of various committees for addressing the issues, minutes of the meetings of the committees, number of cases received and redressed.

The college is very cautious about the grievances of the students & staff. Principal and the convenor of the committee addresses all the grievances of the students on a regular basis. The students are free to write or express their grievances by placing them in the suggestion box. To assist them the Internal Management Committee members are present to discuss the matters in the meeting were Principal, Vice Principal, IQAC Coordinator and senior faculty are present.

ANTI - RAGGING

Ragging has ruined countless innocent lives and careers. In order to eradicate it, the Hon'ble Supreme Court of India, in Civil Appeal No. 887 of 2009, passed the judgement wherein guidelines were issued for setting up of a Central Crisis Hotline and Anti-Ragging Database. In accordance with UGC guidelines, the college has institutionalized a robust anti-ragging committee. The college adopts a policy of zero tolerance to the issues of ragging and whenever any case is registered the college immediately intervenes and takes prompt action.

Women's Grievance Redressal and Empowerment Cell

Women's Grievances Redressal Cell is meant to safe guard and promote well-being of all women employees of the organization. All the complaints and requirements of women staff and students in the campus and strict action is taken. **The** guidelines regarding it are displayed on the notice board and committee also reviews the guidelines/policy for redressal of the grievance as required from time to time .

File Description (Upload)

- Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee
- Upload any additional information
- Details of student grievances including sexual harassment and ragging cases

(Note: Data template is not applicable to this metric)

Key Indicator- 5.2 Student Progression

| Metric No. | | | | | | | | | |
|--------------------------------------|---|-------------|-----------|---------------|-----|------------------|-----------|--------------------------------------|---------------------------|
| 5.2.1 QnM | <p><i>Number of placements of outgoing students during the year</i></p> <p>5.2.1.1: Number of outgoing students placed during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-2021</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">75</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the employer with contact details • Number of students placed <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Self-attested list of students placed • Upload any additional information <p>Details of student placement during the year (Data Template)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e1f5fe;">File Description</td> <td style="background-color: #e1f5fe;">Documents</td> </tr> <tr> <td style="background-color: #e1f5fe;">Upload relevant supporting documents</td> <td style="background-color: #e1f5fe;">View File</td> </tr> </table> | Year | 2020-2021 | Number | 75 | File Description | Documents | Upload relevant supporting documents | View File |
| Year | 2020-2021 | | | | | | | | |
| Number | 75 | | | | | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |
| 5.2.2. QnM | <p><i>Number of students progressing to higher education during the year</i></p> <p>5.2.2.1. Number of outgoing student progression to higher education</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-2021</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">123</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p> <p>Number of outgoing students progressing to higher education</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting data for student/alumni • Any additional information • Details of student progression to higher education <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e1f5fe;">File Description</td> <td style="background-color: #e1f5fe;">Documents</td> </tr> <tr> <td style="background-color: #e1f5fe;">Upload relevant supporting documents</td> <td style="background-color: #e1f5fe;">View File</td> </tr> </table> | Year | 2020-2021 | Number | 123 | File Description | Documents | Upload relevant supporting documents | View File |
| Year | 2020-2021 | | | | | | | | |
| Number | 123 | | | | | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |

5.2.3.

QnM

Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

| | |
|---------------|-----------|
| Year | 2020-2021 |
| Number | - |

5.2.3.2 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) during the year

| | |
|---------------|-----------|
| Year | 2020-2021 |
| Number | - |

Data requirement for year: (As per Data Template) Number of students selected to

- JAM
- CLAT
- NET
- SLET
- GATE
- GMAT
- CAT
- GRE
- TOEFL
- Civil Services
- State government examinations

File Description (Upload)

- Upload supporting data for the same
- Any additional information

Number of students qualifying in state/ national/ international level examinations during the year (Data Template)

| | |
|--------------------------------------|---------------------------|
| File Description | Documents |
| Upload relevant supporting documents | View File |

Key Indicator- 5.3 Student Participation and Activities

| Metric No. | | | | | | | | | |
|--------------------------------------|--|-------------|-----------|---------------|---|------------------|-----------|--------------------------------------|---------------------------|
| 5.3.1 QnM | <p><i>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 year.</i></p> <p>5.3.1.1 : 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 year.</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2020-2021</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">-</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the award/medal • University /State/National/International • Sports/Culture <p>File Description (Upload)</p> <ul style="list-style-type: none"> • e-copies of award letters and certificates • Any additional information • Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e1f5fe;">File Description</td> <td style="background-color: #e1f5fe;">Documents</td> </tr> <tr> <td style="background-color: #e1f5fe;">Upload relevant supporting documents</td> <td style="background-color: #e1f5fe;">View File</td> </tr> </table> | Year | 2020-2021 | Number | - | File Description | Documents | Upload relevant supporting documents | View File |
| Year | 2020-2021 | | | | | | | | |
| Number | - | | | | | | | | |
| File Description | Documents | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | |
| 5.3.2 QIM | <p><i>Institution facilitates students’ representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students’ representation on various bodies as per established processes and norms)</i></p> <p>Describe the students’ representation and engagement in various administrative, co-curricular and extracurricular activities within a maximum of 200 words</p> <p>Students at R.G. Kedia college of commerce actively participate in various co-curricular and extra-curricular activities.</p> <p>Students are given exposure to involve in administrative, co-curricular and extracurricular activities by including them as members of the committees. They actively participate in committee meetings. The following is the list of Committees having student representation and engagement.</p> <ol style="list-style-type: none"> 1. Class committee 2. Department Association Committee 3. Sports Committee 4. Cultural Committee 5. Internal Quality Assurance Cell | | | | | | | | |

| | | | | | | | | | | | | | |
|--|--|------------------|-----------|--------------------------------------|---------------------------|------------------|-----------|--------------------------------------|---------------------------|------------------------|---------------------------|--|--|
| | <p>6. Anti-Ragging Committee</p> <p>7. Anti Sexual Harassment Committee</p> <p>8. Grievance Redressal Committee</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information <table border="1" data-bbox="311 472 1406 539"> <tr> <td data-bbox="311 472 810 506">File Description</td> <td data-bbox="810 472 1406 506">Documents</td> </tr> <tr> <td data-bbox="311 506 810 539">Upload relevant supporting documents</td> <td data-bbox="810 506 1406 539">View File</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | View File | | | | | | | | |
| File Description | Documents | | | | | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | | | | | |
| <p>5.3.3.</p> <p>QnM</p> | <p><i>Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)</i></p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated during the year</p> <table border="1" data-bbox="347 730 668 801"> <tr> <td data-bbox="347 730 491 763">Year</td> <td data-bbox="491 730 668 763">2020-2021</td> </tr> <tr> <td data-bbox="347 763 491 801">Number</td> <td data-bbox="491 763 668 801">7</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • List of events/competitions <p>File Description</p> <ul style="list-style-type: none"> • Report of the event • Upload any additional information • Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) <table border="1" data-bbox="311 1122 1406 1350"> <tr> <td data-bbox="311 1122 810 1178">File Description</td> <td data-bbox="810 1122 1406 1178">Documents</td> </tr> <tr> <td data-bbox="311 1178 810 1234">Upload relevant supporting documents</td> <td data-bbox="810 1178 1406 1234">View File</td> </tr> <tr> <td data-bbox="311 1234 810 1290">Additional Information</td> <td data-bbox="810 1234 1406 1290">View File</td> </tr> <tr> <td data-bbox="311 1290 810 1350"></td> <td data-bbox="810 1290 1406 1350"></td> </tr> </table> | Year | 2020-2021 | Number | 7 | File Description | Documents | Upload relevant supporting documents | View File | Additional Information | View File | | |
| Year | 2020-2021 | | | | | | | | | | | | |
| Number | 7 | | | | | | | | | | | | |
| File Description | Documents | | | | | | | | | | | | |
| Upload relevant supporting documents | View File | | | | | | | | | | | | |
| Additional Information | View File | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

Key Indicator- 5.4 Alumni Engagement

| Metric No. | |
|--------------------------------|--|
| 5.4.1 QIM | <p><i>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.</i></p> <p>Describe contribution of alumni association to the institution within a maximum of 200 words.</p> <p>The alumni association contributes significantly for the development of the institution by extending their contribution in various areas</p> <ol style="list-style-type: none"> 1. Guest lectures on various subjects and provide guidance from the experts of various fields to the students. 2. Some of our alumni are industrialists; they share their knowledge and expertise with the students. 3. Alumni Association helps to organize educational and industrial visits for the students. 4. A significant number of our alumni are always visiting to overseas countries and they impart their experience with students by arranging motivational lectures. 5. Alumni Association provides information about the job opportunities available in their fields. 6. Our Alumni Association motivates the students for research activities. <p>File Description:</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information |
| 5.4.2 QnM | <p><i>Alumni contribution during the year (INR in Lakhs)</i></p> <p>Options:</p> <ol style="list-style-type: none"> A. \geq 5Lakhs B. 4 Lakhs - 5Lakhs C. 3 Lakhs - 4Lakhs D. 1 Lakhs - 3Lakhs E. $<$1Lakhs <p>Data requirement for year ():</p> <ul style="list-style-type: none"> • Alumni association / Name of the alumnus • Quantum of contribution • Audited Statement of account of the institution reflecting the receipts. <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information <p>(Note: Data template is not applicable to this metric)</p> |

Criterion 6- Governance, Leadership and Management
Key Indicator- 6.1 Institutional Vision and Leadership

| Metric No. | | | | | |
|--------------------------------------|---|------------------|-----------|--------------------------------------|---------------------------|
| 6.1.1 QIM | <p><i>The governance of the institution is reflective of and in tune with the vision and mission of the institution</i></p> <p>R.G. Kedia College, MSS enables all the stakeholders to actively participate in the governance's efficient conduct and administration because it is democratic and participatory in nature. The college has established a Governing Body that works continuously to examine the college's developing issues. The President and Secretary of the Society have certain powers and authorities under the Society's constitution to carry out its policies with the assistance of the college Principal. The principal distributes it among the various levels of college functionaries. The College Development Committee is always looking into various issues pertaining to the institution's overall growth. All are involved in the decision-making process in regard to the Internal Quality Assurance Cell, all Heads of various departments, convenors of various committees, Coordinators of various cells, and staff representatives. They put in meticulous efforts in developing and putting into practice the Institutional policies.</p> <p>Perspective Plans: R.G. Kedia College, MSS has a Perspective Plan for it's over all development in a systematic manner.</p> <ol style="list-style-type: none"> 1. Infrastructural development through vertical expansion to accommodate more classrooms, laboratories, auditorium, staffrooms etc. 2. Renovations to revive the ageing infrastructure of the institution. 3. Improvement in the Profile of the Teachers 4. Improvement in the Learning Experience of Students through the use of ICT and other innovative means in the classroom. 5. Partnering with nearby Institutes/colleges for academic dissemination. 6. Mobilization of funds and projects through various sources. 7. Conducting academic events for students and teachers at national level <p>Participation of the Teachers in the Decision Making: All the Teachers working at different levels like Professor, Associate Professor and Assistant Professor discharge their roles towards the implementation of the vision and mission of the institution.</p> <ul style="list-style-type: none"> ✓ Teachers' proactive role is also considerably seen in the decision-making process. All the teachers are included in various committees which functions throughout the year in order to make the institution an abode of knowledge and skills. ✓ All the Heads of various Departments are given full freedom and autonomy for administrative an academic activity. ✓ The College has a number of committees like Academic Council, Admission Committee, Examination Committee, Library Committee, Research Committee, etc. ✓ In addition, teachers also discharge their duties in cultural, social, and academic activities, environmental activities Women's Cell, the Sports Club, Reading Club, etc. <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">File Description</td> <td style="width: 50%;">Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | View File |
| File Description | Documents | | | | |
| Upload relevant supporting documents | View File | | | | |

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| <p>6.1.2 QIM</p> | <p><i>The effective leadership is visible in various institutional practices such as decentralization and participative management.</i></p> <p>Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 200 words</p> <p>Institute used to invite eminent personalities to the college to address budding entrepreneurs, executives. Of late organized an event in which management, faculty and students worked together to make it success. The Director initiates the proposal in co-ordination and approval of Management for organizing event after consultation with Principal, HODs, and senior faculties of college. Several meetings were held with in small groups and sometimes on individual levels. The events conducted clearly show the organizational participative management.</p> <p>Event- 1</p> <p>An online workshop was organized on “<i>Online Rural Entrepreneur Development Program</i>” Dated- 04th November, 2020 by Mahatma Gandhi University. The Speaker was Dr. Devi Bhavani Nair, Program Co-Ordinator. It was attended by Prof. D.V.G.Krishna, Director and all staff of R.G. Kedia College.</p> <p>The objective of the Entrepreneurship programs is to teach students basic life skills like problem-solving, innovative thinking, teamwork, etc. These Programmes are conducted for youth and other people interested to set up their own industrial/self-employment venture. It helps in the generation of employment opportunities in the rural areas with low capital, raising the real income of the people, contributing to the development of agriculture by reducing disguised unemployment, reducing poverty, migration, economic disparity and unemployment. It emphasized that the ministry of rural development takes responsibility for formulation policies, regulations and acts pertaining to the development of the rural sector, Agriculture, handicrafts, fisheries, poultry farms and diary are the primary contributors to the rural economy.</p> <p>Event- 2</p> <p>Online Webinar on “A Webinar on Understanding Securities market and Create Wealth”” in (Association with BSE Ltd.) on 19th June, 2021 which was Organized by Department of Business management, Osmania University. The Trainer was Mr. Manoj, T N, Ex-AGM, IDBI Bank, BFSI Trainer, R-IICA, and SMART-SEBI. It was attended By Prof. D.V.G. Krishna, Director & Faculty Members and Students of MBA.</p> <p>The Objective of the programme is to reach out to citizens from all walks of life and create awareness about savings and investments. Investor Awareness Programs (IAP) is organized through various partners. Through the project rural, semi-urban and urban citizens are able to know about various concepts of savings and investments. The topics that were covered are: Demat, Online trading, 'Do's and Don'ts' in dealing in Capital Markets, Selection of DP, the Concepts and Importance of Financial Planning, Avenues of Investments, Mutual Fund in demat form, services by CDSL</p> |
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| | <p>such as SMART, e-Voting, IEPF (Investor Education and Protection Fund).</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information |
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Key Indicator- 6.2 Strategy Development and Deployment

| Metric No. | |
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| 6.2.1 | <p><i>The institutional Strategic/ perspective plan is effectively deployed</i></p> |
| QIM | <p>Describe one activity successfully implemented based on the strategic plan within a maximum of 200 words</p> <p>Planning is a continuous process because the institution's aims will change as the college develops. The emphasis is on using multifaceted strategies to accomplish important objectives in four areas. Due diligence in planning, devoted leadership, and cooperation will ensure the college's success.</p> <p>Several note-worthy measures have been adopted despite the severe impact of the pandemic on academics in the year 2020 -21 when the offline classes could not be conducted for long period of time.</p> <p>Digitalization of Classes.</p> <p>In the wake of COVID-19 pandemic situation and due to the lockdowns imposed, conduction of online classes at college and university levels became mandatory by the educational boards. Covid-19 brought out a drastic change in the educational system not only in India but rather in the entire world. Digitalization in education refers to the use of desktop computers, mobile devices, the Internet, software applications, and other types of digital technology to teach students of all ages. Learning tools and technology allow students to grow effective self-directed learning skills. The students are capable of analyzing what they require to learn to search and use online resources. Digital learning enlarges their efficiency and productivity. Education is the basic need for every learner and digital education helps one learn and understand everything quicker.</p> <p>Conduction on On-Line Classes'</p> <p>The college encouraged online teaching during the COVID-19 pandemic on a large scale. During the COVID-19 pandemic, students were unable to attend college. To maintain student learning, most of them have adopted online teaching. The entire Faculty was given laptops to conduct classes Online. Groups have been formed according to the section wise followed by Google meet link and zoom meet being forwarded and the students being asked to join for the class. Many on-line activities have also been conducted to ensure that the students are not missing the flow of the learning process. The motto of conducting on line classes is to also make the students keep a track of the curriculum and that nothing is missed out including their academic year. A couple of links have been shared for online classes</p> |

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| | through Google meet. | | | | |
| 6.2.2 QIM | <p><i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i></p> <p>Describe the Organogram of the Institution within a maximum 200 words In the organizational structure of R.G. Kedia College, MSS, the President of the society holds the highest position in the hierarchy. The powers are given to President by the Management Council which plays a dynamic role in the institution. The Management Council approves Committee Development Cell and appoints a principal to look after the Institutional growth and development. From the administrative perspective, the principal exercises authority and responsibility to develop the Institution in all areas of administration, academics, and infrastructural development. As per the quality initiatives, IQAC Coordinator plays a key role and constantly involves in all the academic activities to enhance the quality and visibility of the Institution. Similarly, heads of the Departments, Convenor of committees, faculty members and office assistants work in line with the vision, mission and policies of the institution.</p> <table border="1"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> </table> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Link to Organogram of the Institution webpage • Upload any additional information | File Description | Documents | Upload relevant supporting documents | View File |
| File Description | Documents | | | | |
| Upload relevant supporting documents | View File | | | | |

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| 6.2.3. | Implementation of e-governance in areas of operation | |
| QnM | 1.Administration 2. Finance and Accounts 3. Student Admission and Support 4.Examination | |
| | Options: A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above | Any 1 of the above |
| | 1.Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination For the smooth conduct of Administration, Finance and Accounts, Student Admission and Support and Examinations, the institution implements E -Governance for rapid and transparent functioning: <ul style="list-style-type: none"> ✓ The principal communicates with the members of the Governing Body, the teaching and nonteaching staff, via email, a WhatsApp group, and video conferencing while the school is in lockdown. ✓ The digital form of all significant administrative information, such as Notices, Circulars, Government Orders, etc., is frequently disseminated. ✓ The College is connected to high-speed internet with a 100 MBPS bandwidth, and all students, faculty, and staff has access to Wi-Fi throughout the whole campus. ✓ Fully computerized office with broadband access available around-the-clock. ✓ For online monitoring, data interchange, and efficient operation, the college office is connected through intranet to the other workstations in the office. ✓ The salaries and any other forms of payments to be credited to every employee or other vendor have been completed. ✓ Preparations Students’ list, generation of students’ data is also done electronically. ✓ Examination Branch if fully equipped with broadband connection, 1 computer, 2 printers, etc. for online and offline examinations. File Description (Upload) <ul style="list-style-type: none"> • ERP (Enterprise Resource Planning) Document • Screen shots of user interfaces • Any additional information • Details of implementation of e-governance in areas of operation, Administration etc. (Data Template) | |
| | File Description | Documents |
| | Upload relevant supporting documents | View File |
| | Additional Information | View File |

Key Indicator- 6.3 Faculty Empowerment Strategies

| Metric No. | |
|---------------------------------------|---|
| <p>6.3.1</p> <p>QIM</p> | <p><i>The institution has effective welfare measures for teaching and non- teaching staff</i></p> <p>Provide the list of existing welfare measures for teaching and non- teaching staff within a maximum of 200 words.</p> <p>words)</p> <p>Welfare measures taken towards the staff reflects on the output and selfless contribution towards tremendous growth of any Institution. R G Kedia College has been offering several welfare measures to both teaching and non-teaching staff.</p> <p>The welfare measures for teaching staff include following:</p> <ul style="list-style-type: none"> • Laptops being provided to the faculty during the pandemic. • During the conduction of examinations staff were provided with mask, sanitizer and hand gloves. • Free vaccination was also provided to the staff. • Applying Employee Provident Fund (EPF) scheme • Educational fee concession to the employees’ children • Free Legal Advice through the sister concerns (Law College faculty) when employees are in need • Financial incentives for faculty after completion of Ph.D • Providing on-duty permissions when they attend faculty development programs, workshops, conferences and seminars. • Maternity leaves, sick leaves • Medical insurance for employees like Employee State Insurance Scheme (ESI) <p>The welfare measures for non-teaching staff include following:</p> <ul style="list-style-type: none"> • Frequently sanitizing the office area. • Free vaccination was also provided to the staff. • Applying Employee Provident Fund (EPF) scheme • Educational fee concession to the Non – teaching staff children • Financial benefits for pursuing high studies • Free Legal Advice through the sister concerns (Law College faculty) when employees are in need |

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|---------------------------------------|---|-------------|-----------|---------------|---|------------------|-----------|--------------------------------------|---------------------------|
| | <ul style="list-style-type: none"> • Maternity leaves, sick leaves • Medical insurance for employees like Employee State Insurance Scheme (ESI) <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information | | | | | | | | |
| <p>6.3.2</p> <p>QnM</p> | <p><i>Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</i></p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</p> <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number</td> <td>-</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the teacher • Name of conference/ workshop attended for which financial support provided • Name of the professional body for which membership fee is provided <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Details of teachers provided with financial support to attend conference, workshops etc during the year (DataTemplate) <table border="1"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> </table> | Year | 2020-2021 | Number | - | File Description | Documents | Upload relevant supporting documents | View File |
| Year | 2020-2021 | | | | | | | | |
| Number | - | | | | | | | | |
| File Description | Documents | | | | | | | | |
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| <p>6.3.3</p> <p>QnM</p> | <p><i>Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year</i></p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non-teaching staff during the year</p> <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number</td> <td>4</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Title of the professional development Programme organized for teaching staff • Title of the administrative raining Programme organized for non- teaching staff • Dates (From-to) <p>File Description (Upload):</p> <ul style="list-style-type: none"> • Reports of the Human Resource Development centre (UGCASC or other relevant centers). • Reports of Academic Staff College or similar centre. • Upload any additional information • Details of professional development / administrative training Programmes organized by the University for teaching and non-teaching staff (Data Template) | Year | 2020-2021 | Number | 4 | | | | |
| Year | 2020-2021 | | | | | | | | |
| Number | 4 | | | | | | | | |

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| 6.3.4 QnM | <p><i>Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)</i></p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year</p> <table border="1"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>Number</td> <td>13</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Number of teachers • Title of the Programme <p>6.3.4.2. Duration (From-to)</p> <p>File Description</p> <ul style="list-style-type: none"> • IQAC report summary • Reports of the Human Resource Development Centres (UGCASC or other relevant centers). • Upload any additional information • Details of teachers attending professional development programmes during the year (Data Template) | | Year | 2020-2021 | Number | 13 |
| Year | 2020-2021 | | | | | |
| Number | 13 | | | | | |
| | File Description | Documents | | | | |
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| 6.3.5 QIM | <p><i>Institutions Performance Appraisal System for teaching and non- teaching staff</i> Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words</p> <p>The performance appraisal process of teachers and non-teaching staff is ongoing process. In a monthly meetings department heads have to give feedback on academic progress and reporting time of teachers. Apart from this at the of each semester a self-appraisal form will be submitted by each staff member and a report is prepared by each department.</p> <p>The college management conducts a review meeting once in two months to assess the performance of teaching and non-teaching staff where in the board member (joint secretary) review each teaching staff members report and suggest any measures to be taken up to improve performance. Where ever any policy changes required; the board member will advise accordingly. Regarding performance evaluation of non-teaching staff, the board member takes weekly reports and pass on necessary instructions for smooth functioning of the institution. This PA system enables to maintain and upkeep the guidelines issued by all educational agencies concerned.</p> <p>The salient features of the Performance Appraisal System are as follows:</p> <p>Faculty:</p> <ul style="list-style-type: none"> ❖ The Institute accords appropriate weightage for these contributions in their overall assessment. ❖ The PAF (Performance Appraisal Form) proforma filled by the Faculty Member is | | | | | |

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| | <p>checked and verified by the Vice- Principals, Principal and the Management</p> <ul style="list-style-type: none"> ❖ The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary ❖ The performance of each faculty member is assessed according to the Annual Self-Assessment for the Performance based Appraisal System. <p>Non- Teaching Staff: The various parameters for non-Teaching staff members are assessed under different categories.</p> <ul style="list-style-type: none"> ❖ Character and Habits ❖ Departmental Abilities ❖ Capacity to do hard work ❖ Discipline Reliability ❖ Relations/Co-operation with superiors, subordinates, colleagues, students and public, <p>Power of Drafting (where applicable) Efficient organization of documents technical abilities</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information | | | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">File Description</td> <td style="width: 50%;">Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> </table> | File Description | Documents | Upload relevant supporting documents | View File |
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Key Indicator- 6.4 Financial Management and Resource Mobilization

| Metric No. | |
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| <p>6.4.1</p> <p>QIM</p> | <p><i>Institution conducts internal and external financial audits regularly</i></p> <p>Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words</p> <p>Internal audit is conducted by M/S Abhishek kabra and co chartered accounts. The primary of this internal audit is to ascertain prompt receipt of the fees from the students, deposit into respective bank accounts, verification of payment vouchers and fee reconciliation as we receive pay fee reimbursement from the state government for different category of students viz., SC, ST, BC and EBC and minorities.</p> <p>This audit will be conducted month wise and three staff members are deputed from the CA office and the report will be submitted to the management along with audit objections and rectifications. Because of the internal audit all the cash books will be updated regularly and with the help of internal and audit and mistakes if any found are corrected at the college level. By this arrangement the accounts staff concerned will be alert and take necessary care in preparing account books which enables management also to take right decisions from time to time.</p> |

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| | <p>External audit is done by M/S. Kabra chartered accounts firm. The objective of conducting external audit is to verify the opening balances, transfer of funds income tax calculation, surplus / deficit approvals for making payments for every major expenditure like furniture, books, civil works, infrastructure etc given by the management. Audit objections if any found are submitted to the management for further clarification / rectification and approval. After the approval is received from the management the financial statements will be approved by the auditors.</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information | | | | | | | | |
| <p>6.4.2 QnM</p> | <p><i>Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)</i> 6.4.2.1: Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)</p> <table border="1" data-bbox="371 824 810 902"> <tr> <td>Year</td> <td>2020-2021</td> </tr> <tr> <td>INR in Lakhs</td> <td>-</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the non-government bodies, individuals, Philanthropers • Funds / Grants received <p>File Description</p> <ul style="list-style-type: none"> • Annual statements of accounts • Any additional information • Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) <table border="1" data-bbox="360 1211 1453 1279"> <tr> <td>File Description</td> <td>Documents</td> </tr> <tr> <td>Upload relevant supporting documents</td> <td>View File</td> </tr> </table> | Year | 2020-2021 | INR in Lakhs | - | File Description | Documents | Upload relevant supporting documents | View File |
| Year | 2020-2021 | | | | | | | | |
| INR in Lakhs | - | | | | | | | | |
| File Description | Documents | | | | | | | | |
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| <p>6.4.3 QIM</p> | <p><i>Institutional strategies for mobilization of funds and the optimal utilization of resources</i> Describe the resource mobilization policy and procedures of the Institution within a maximum of 200 words The primary goal of resource mobilization and efficient resource use is to put the institution on a benchmark in line with high-quality instruction and individual student growth. Academic Receipts (admission fee) serve as a source of internal resources. The College is not allowed to raise the admission fee or any fees that students pay for services. The Institute's Governing Body (GB) makes all significant financial decisions.</p> <p>Optimum utilization of funds</p> <ul style="list-style-type: none"> ❖ Effective teaching-learning strategies, such as orientation programmes, workshops, cross-disciplinary activities, training programmes, and refresher courses, are supported by enough funding and assure high-quality education. ❖ The budget is used to cover ongoing operational, administrative, and fixed asset maintenance costs. ❖ Every year, necessary funds are used to upgrade library facilities in order to improve | | | | | | | | |

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| | <p>educational practices</p> <ul style="list-style-type: none"> ❖ Adequate funds are utilized for development and maintenance of infrastructure of the college. ❖ All transactions have transparency through bills and vouchers. ❖ The bill payments are passed after testing & verification of items. Only authorized person operates the transaction through bank. <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information |
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Key Indicator- 6.5 Internal Quality Assurance System

| Metric No. | |
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| 6.5.1 QIM | <p><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</i></p> <p>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 200 words</p> <p>The Internal Quality Assurance Cell (IQAC) has constantly contributed significantly for institutionalizing the quality strategies and processes in the college. During the Academic Year 2020-21, IQAC encouraged different units and departments in order to create conducive atmosphere in the institution.</p> <p>To mention any two-</p> <p>Event – 1</p> <p>The Institution organized an event Webinar on “Financial Literacy”on Date 23rd July, 2020 Organized by ICICI Bank for training and placement offers. Three of our MBA faculty members namely Dr J. Madhavi, Associate professor, Mr.K.Sree Hari,Assistant Professor & Ms.A.Meena, Assistant Professor attended the event.The events was also attended by Students of MSS. In the lecture ICICI BANK Officers stressed upon knowledge, skills and employability of candidates, before they can be absorbed in ICICI Bank.</p> <p style="text-align: center;">Event -2</p> <p>The Institution organized Web Conference on Management Practices in COVID-19-Issues, Challenges and Innovations on 27, August, 2020 at R.G. Kedia College. The Chief Guest was</p> <p><u>Panel – 1</u></p> <p>Prof.R.Nageshwar Rao., Head,Department of Business Management and Professor, O.U,Hyd.</p> <p><u>Panel – 2</u></p> <p>Prof.K.Gnana Chandrika., Dean, Department of Business Management and Professor, O.U,Hyd.</p> <p>The Guest of Honor was Sri.Surendra Lunia ji, Hon.Secretary Sri.S.B.Kabra ji, Joint Secretary , R.G Kedia College, MSS. The Web Conference Director was Prof.D.V.G. Krishna,Director.</p> |

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| | <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information |
| <p>6.5.2 QIM</p> | <p><i>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</i> (For first cycle - Incremental improvements made for the preceding year with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding year with regard to quality and post accreditation quality initiatives) Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 200-word search.</p> <p>recorded the incremental improvement in various activities</p> <p>Being the central organization inside the college, our IQAC routinely supervises and reviews the institution's teaching-learning process. Parents, alumni, and students' feedback is regularly incorporated into the introduction of new innovative initiatives. The institution has made certain actions in response to feedback, and some efforts to improve are listed below.</p> <p>A. IQAC:</p> <p>The internal Quality Assurance Cell periodically reviews the teaching-learning process, structures & methodologies of operations, and learning outcomes: The standard methods of teaching, learning, and evaluation which are proven over the years are being followed. Generally we adopt direct lecture method of teaching.</p> <p>B. Academic Calendar:</p> <p>Based on the University Academic Calendar, the Institute prepares its schedules for the academic year well in advance at the beginning of the year. With ample time frame for not only the regular teaching-learning process but also to accommodate the various events like seminar/ guest lecture/ workshops and many more.</p> <p>C. Time Table</p> <p>As per university instructions, the class work for each subject is initiated in the college. Every teacher is expected to follow the Time Table prepared by the Time Table Committee. In case of any grievances or class of timings, the Committee looks into the matter and attempts are made to clarify the matter cordially.</p> <p>D. Daily Teaching Record:</p> <p>Everyday faculty writes the details of the lectures along with the topic covered in the</p> |

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| | <p>class. This year, classes were conducted online so faculties were instructed to forward the link of Online Class to the whats app group created which was specially created for monitoring Online Classes and a report was also prepared.</p> <p>E. Student learning outcomes:</p> <p>The institute monitors the performance of the students regularly. It has specified procedure to collect and analyze data on student learning outcomes. The following points are adopted by the institute in this context:</p> <ol style="list-style-type: none"> 1. Class tests and interactions 2. Midterm and Continuous Assessment comprising of internal tests, assignments, group 3. Discussions, and seminar presentations <p>F. Semester End Examinations:</p> <ol style="list-style-type: none"> 1. Providing Lecture notes through an online portal 2. Timely Redressal of students' grievances. 3 At least 75% Attendance is compulsory in each semester. 4. Extra classes for weak students to solve their problems. <p>G. Effective Internal Examination and Evaluation Systems:</p> <ol style="list-style-type: none"> 1. Institute maintains an effective Internal Examination and Evaluation System. 2. Students' result analysis record is maintained 3. Institute has the provision of analysis of students' performance after the announcement of their semester results. 4. If the result of the students, in a subject, is not found up to the mark, necessary steps are taken to find out the reasons and the concerned students are counseled and motivated to work towards improvement. <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information | | |
| <p>6.5.3 QnM</p> | <p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements 2. <i>Collaborative quality initiatives with other institution(s)</i> 3. Participation in NIRF 4. <i>any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</i> <table border="1" data-bbox="416 1845 1453 2063"> <tr> <td data-bbox="416 1845 967 2063"> <p>Options:</p> <p>A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> </td> <td data-bbox="967 1845 1453 2063"> <p>Any 1 of the above</p> </td> </tr> </table> | <p>Options:</p> <p>A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> | <p>Any 1 of the above</p> |
| <p>Options:</p> <p>A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> | <p>Any 1 of the above</p> | | |

In order to maintain quality and to make it a culture, IQAC puts in the following positive efforts. A. ICT for Administration:

- ✓ All the terminals in the office premises have been provided with a computer system.
- ✓ Cashier and Accountant use the latest version of the Tally Software and FOCUS
- ✓ Increased number of cameras for CCTV coverage of the campus for greater safety of students.

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| File Description | Documents |
| Upload relevant supporting documents | View File |

Data requirement for year: (As per Data Template)

Quality initiatives

- AQARs prepared/submitted
- Collaborative quality initiatives with other institution(s)
- Participation in NIRF
- Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

File Description

- Paste web link of Annual reports of Institution
- Upload e-copies of the accreditations and certifications
- Upload any additional information.
- Upload details of Quality assurance initiatives of the institution (Data Template)

Criterion 7 – Institutional Values and Best Practices

Key Indicator - 7.1 Institutional Values and Social Responsibilities

| Metric No. | Gender Equity |
|--------------------------------------|--|
| <p>7.1.1</p> <p>QM</p> | <p><i>Measures initiated by the Institution for the promotion of gender equity during the year.</i></p> <p>Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 200 words</p> <p>Provide Web link to:</p> <ul style="list-style-type: none"> • Annual gender sensitization action plan • Specific facilities provided for women in terms of: <ol style="list-style-type: none"> a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information <p><u>ANNUAL GENDER SENSITIZATION ACTION PLAN</u></p> <p>The concept of gender equity refers to “fairness of treatment for both women and men, according to their respective needs. This may include equal treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities”.</p> <p>The Institution encourage the students, faculties and other staff members on various awareness program on Gender Equality, women’s rights and prevention of Sexual Harassment, Health and Safety measures, legal aid Program to help the people those who are economically backward.</p> <p><u>SAFETY AND SECURITY</u></p> <p>The Institution implements pre-defined taxonomy which allows the institution to classify the assets. Given that privileged account misuse is one of the leading causes of asset breaches, it is imperative that you restrict access to critical systems, accounts, and data, in accordance with the Principal of Least Privilege (PoLP). In other words, users should only be granted access to the assets they need to perform their role, and access should be revoked when it is no longer required. It is generally considered to be a good idea to use multi-factor authentication whenever possible.</p> <p>The institution provides Security awareness program, since a large number of security incidents are caused by negligent insiders, security awareness training is crucially important. Employees must understand the importance of assets and must be trained to identify suspicious messages.</p> <p>The Institution provides all the Safety and Security Measures by incorporating the Electronic Surveillance the campus to monitor and avoid any unethical events in the Institution.</p> <p><u>COMMON ROOM</u></p> <p>The Institution has a separate common room for boys and girls. It is equipped to enhance and also develop their potentials in the Extra Academic activities. There is also a provision for indoor games such</p> |

as carom, table tennis, chess, etc.

The importance of a common room in every Institution is beyond dispute. It is a place of recreation and entertainment for the students. A common room also plays an important role in improving the mutual relationship among the students. They come to a common room, chat with one another and exchange their views. In this way, a common room contributes to creating common minds. It also plays a role in developing fellow-feeling and friendship building.

COUNSELING

Counselling is very important in all the educational Institutions. We informally offer family, friends, and colleague’s advice regarding their relationships, finances, career, and education.

The Institution provides a Counselling Room Where the Counsellor dedicates her time to handle difficulties and Stressful Situations or emotional upsets faced by students and staff. Counsellor explores the situation and feelings from different viewpoints, potentially to facilitate change and building relationship based on trust and confidential

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| File Description | Documents |
| Upload relevant supporting documents | View File |

Environmental Consciousness and Sustainability

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

Qn M

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| <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment | |
| <p>Options:</p> <ol style="list-style-type: none"> A. 4 or All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above | Any 3 of the above |

Upload:

- Geo tagged Photographs
- Any other relevant information

(Note: Data template is not applicable to this metric)

SOLAR ENERGY

For the academic year 2021-2022 the Institution has adopted “17KW Capacity” of solar energy to power the facilities. This solar panels were installed on rooftops to generate the electricity, to reduce the carbon footprint and also to educate the students about renewable energy and its benefit. The Institution has installed Solar panels for saving Energy and Electricity and to provide uninterrupted supply of power to the Institution.

LED BULBS / POWER EFFICIENCY

General purpose lighting needs white light. LEDs emit light in a very small band of wavelengths, emitting strongly coloured light. The colour is characteristic of the energy band gap of the semiconductor material used to make the LED. To emit white light from LEDs requires either mixing light from red, green, and blue LEDs, or using a phosphor to convert some of the light to other colours.

WHEELING TO THE GRID

The Institution is transferring the excess electricity generated from solar panels to the utility wheeling the grid for credit or compensation. The Surplus energy which is utilized at a later time when the solar panels might not be producing enough electricity. Wheeling the grid with solar panels promotes renewable energy generation. to offset their energy costs while supporting the overall stability and sustainability of the electricity grid.

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| File Description | Documents |
| Upload relevant supporting documents | View File |

7.1.3 *Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words).*

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| <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management | |
| <p>Provide web link to</p> <ul style="list-style-type: none"> • Relevant documents like agreements/MoUs with Government and other approved agencies • Geo tagged photographs of the facilities • Any other relevant information | <p><i>View File</i></p> |

Solid Waste Management

Solid waste management is critical to preserving a clean and sustainable environment. The College understands the need for ecologically responsible waste management and has created a detailed policy and plans. The policy prioritizes trash reduction, recycling, reuse, and the safe disposal of non-recyclable garbage. The strategy is evaluated and modified regularly to reflect developing sustainable practices.

Waste segregation at the source is critical to our waste management approach. The College has established a color-coded bin system to separate garbage into various categories, including recyclables (paper, plastic, and metal), organic waste, and non-recyclables. Prominent signs and awareness programs are in place to educate students and staff on appropriate trash segregation.

To facilitate waste management, College has created adequate infrastructure and facilities. These include

sufficient garbage collection bins, separated waste storage locations, and designated collection sites across campus. The GHMS in regular intervals will collect the dry and wet wastage from the institution.

E-WASTE MANAGEMENT PRACTICES

Institution has created a thorough E-waste policy and strategy which emphasizes appropriate electronic waste disposal and recycling in order to reduce the environmental effect. The strategy is revised on a regular basis to keep up with changing rules and best practices.

The college aggressively promotes e-waste awareness among students and staff. On campus, designated collection locations have been set up to assist the safe and convenient collection of electronic items that are no longer in use.

E-waste is disposed of in accordance with applicable environmental legislation and recommendations. College works with authorized e-waste management authorities to guarantee that dangerous components contained in electronic devices are safely disposed of.

The College monitors and evaluates its e-waste management practices on a regular basis. This involves keeping track of the amount of e-waste collected, assessing the success of awareness programmes and monitoring the performance of recycling partners.

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| File Description | Documents |
| Upload relevant supporting documents | View File |

7.1.4 Q_nM *Water conservation facilities available in the Institution:*

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| <ol style="list-style-type: none"> 1. Rain water harvesting 2. Bore well /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus | |
|--|--|

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| <p>Options:</p> <ol style="list-style-type: none"> A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1of the above E. None of the above | <p>Any 3 of the above</p> |
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RAIN WATER HARVESTING

Institution has established in place a comprehensive rainwater collection strategy and plan. The strategy emphasizes rainwater collection and storage to fulfill the college's water demands, decrease dependency on external water sources, and protect water resources.

On campus, the college has constructed a strong rainwater gathering system. This comprises the installation of rooftop rainwater collecting systems, gutters, downspouts, and storage tanks. The system provides effective rainwater collecting and storage for a variety of uses.

The gathered rainwater is used for a variety of applications on the college grounds. It is utilized for irrigation of green spaces, toilet flushing, and other non-potable water requirements. The college minimizes its dependency on freshwater sources and helps to water conservation initiatives by using rainwater.

CONSTRUCTION OF TANKS AND BUNDS

Institution has taken an initiative that tanks and bunds should so that water can be used optimally. These buildings are intended to gather and store rainfall, allowing for water conservation and improved water management at the college.

Construction of tanks and bunds serves two purposes: collecting rainwater runoff and preventing soil erosion. The tanks serve as reservoirs for captured rainwater, which may be used for a variety of

purposes.
Tanks and bunds are built around the college campus. This provides excellent water collection and retention while having the least possible impact on the environment.

Regular tank and bund maintenance and upkeep are required to guarantee their operation. The College management inspects the structures, fixes any damage, and clears debris from them to ensure that they continue to be successful in water conservation and erosion control.

Bore well / Open Well Recharge:

The institution has good bore well water facility available. A borewell is a deep, narrow hole drilled into the ground from which water is drawn through a pipe and pump. It is also safe to drink.

Upload:

- Geotagged photographs / videos of the facilities
- Any other relevant information

(Note: Data template is not applicable to this metric)

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| File Description | Documents |
| Upload relevant supporting documents | View File |

7.1.5 *Green campus initiatives include*
7.1.5.1. The institutional initiatives for greening the campus are as follows:

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| Q_nM | <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants | |
| | <ol style="list-style-type: none"> A. Any 4 or All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above | Any 3 of the above |

PEDESTRIAN FRIENDLY PATHWAYS

There is sufficient space on campus for vehicular parking. The roads on campus are kept in good condition. Through pedestrian-friendly walkways, people can stroll securely through the campus. Vehicle access to the campus is restricted. There are security personnel posted to each turn and campus crossing. The campus has increased pedestrian visibility.

BAN ON THE USE OF PLASTICS

Maintaining cleanliness is an important aspect of healthy living since it promotes hygiene and helps us develop our personalities by keeping us clean both outwardly and inside. As a result, the College decided to go plastic-free on campus. There are no plastic cups, plastic plates, or spoons on campus; instead, we use steel or paper glasses, plates, and spoons. We are simply utilizing steel in place of plastic. We organized a "Plastic free zone" to raise community awareness about the need to stop pollution and leave a green and pollution-free environment for future generations.

The College has established a total ban on plastic use as per the UGC Guidelines, indicating its commitment to supporting a sustainable environment. The college significantly lowers plastic waste and creates an environmentally responsible culture through awareness programmes, policy enforcement, and the promotion of sustainable alternatives. The plastic ban is a crucial step towards making campus cleaner and more environmentally friendly.

RESTRICTED ENTRY OF AUTOMOBILES

Institution does not allow to enter in the campus premises of all the vehicles. Only the fraternity of institution can enter with their vehicles. In the institution restricted automobile and loud buzzer sound

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| | vehicles are not allowed as it creates a lot of disturbance which leads to sound and air pollution. | | | | |
| 7.1.6 QnM | <p><i>Quality audits on environment and energy are regularly undertaken by the institution</i> 7.1.6.1. The institutional environment and energy initiatives are confirmed through the following</p> <table border="1"> <tr> <td> 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities </td> <td></td> </tr> <tr> <td> Options: A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1of the above E. None of the above </td> <td style="text-align: center;">Any 2 of the above</td> </tr> </table> <p><u>GREEN AUDIT</u> These days, the Green Audit of an institution is of utmost importance for the institution's self-evaluation, which represents the role of the institution in reducing the harmful effects of carbon emissions. The institute has been working to cut emissions from electricity use by switching to LED lights in place of conventional lighting. Star-rated devices and equipment, as well as by setting up solar panels to generate electricity.</p> <p><u>ENERGY AUDIT</u> The college's overall lighting load, which includes LED lights, fluorescent tubes, and other lighting sources, is roughly 8 kW. From the perspective of energy efficiency, LED lighting is good. There are also LED tube lights in the institution, which is advantageous from the standpoint of energy efficiency. When a 36/40-watt tube blows a fuse (outside of the warranty period), an 18 watt or 9-watt LED tube can be used in its place.</p> <p><u>SOLAR POWER GENERATION</u> The Solar Power generation with Capacity of 17KW. The Solar energy will continue supply even there is utility supply available or not and it will also help in saving a substantial amount in the electricity bill.</p> | 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities | | Options: A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1of the above E. None of the above | Any 2 of the above |
| 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities | | | | | |
| Options: A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1of the above E. None of the above | Any 2 of the above | | | | |
| 7.1.7 QnM | <p><i>The Institution has Divyangjan-friendly, barrier free environment</i></p> <ol style="list-style-type: none"> Built environment with ramps/lifts for easy access to classrooms. <i>Divyangjan</i> -friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with <i>Divyangjan</i> accessible website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Options: A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> Geo tagged photographs / videos of the facilities | | | | |

- Policy documents and information brochures on the support to be provided
- Details of the Software procured for providing the assistance
- Any other relevant information

(Note: Data template is not applicable to this metric)

The persons with disabilities can move around safely and freely and enjoy the amenities in the built environment in a barrier-free setting. The setting encourages independence functioning of people to enable them to take part unaided in campus activities on a daily basis. Transportation systems, public spaces, and buildings are made barrier-free.

Policy for the differently abled

This policy has been prepared to ensure that all the staff of “R G Kedia college of commerce” are aware of the facilities provided for the people with disabilities. The college takes utmost care in providing the needed amenities and creator an environment of inclusive education for students.

- Assuring that the buildings, toilets, laboratories, librarian, etc., are barrier free and accessible for all type of differently abled persons.
- Ensuring inclusion and effectiveness in the participation of differently abled students in curricular, co-curricular and extra-curricular activities.
- Providing assistance to the students in the learning process a part from regular class hours.
- Providing assistance or facility needed in taking up examinations.
- Ensuring that the differently abled persons have equal opportunities for sports and games.

RAMP FACILITY

In the Institution, ramp-rails, an inclined plane, are constructed in addition to stairs. The ramps are specifically created to be utilized by persons with varying abilities.

WASHROOM FACILITY

There are friendly wash rooms are placed in the campus in some areas. These accessible restrooms carry the fixtures and fittings that are comfortable and convenient to the differently abled people. Nonslip floor, sliding door and grab bars provide easy access to the differently abled people.

LIFT FACILITY

In order to provide students, faculty, visitors, and people with disabilities with barrier-free access to college facilities, lifts have been installed.

WHEEL CHAIRS FACILITY

In the Institution the wheel chair facility is also available for the Physically challenged persons.

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| File Description | Documents |
| Upload relevant supporting documents | View File |

Inclusion and Situatedness

7.1.8 *Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).*

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Provide Web link to:

- Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)
- Any other relevant information.

The development of the country depends on the youth who play a very vital role in the development of the country and the institution. The college organizes several programs related to environment, ethical, cultural and spiritual values among the students and staff .

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| | <p>All the commemorative days are celebrated with the support of the management not only recreation and amusement but also to generate the feeling of oneness and social harmony.</p> <p>The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, we do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities.</p> <p>The faculty and students celebrate the cultural and regional festivals, like New-year's day, teacher's day, orientation and farewell program, Induction program, oath, plantation, Women's Day, Yoga Day, Ganesh Festival. Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration.</p> <p>Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students. In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.</p> | | | |
| | Human Values and Professional Ethics | | | |
| <p>7.1.9</p> <p>QI</p> <p>M</p> | <p><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 200 words.</p> <p>Provide we blink to:</p> <ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to responsible citizens • Any other relevant information <p>The college establishes policies that reflect core values. Code of conduct/ethics is prepared for students and staff and everyone should obey the conduct rules. Students are made aware about the code of ethics, human values, rights, duties and responsibilities as a citizen of India during induction as well as other programmes throughout year.</p> <p>The National Festivals are celebrated every year – Republic Day, Independence Day respectively. It is mandatory for all the students, Teaching and Non- Teaching Staff to attend. Women's Day Celebrations, Teacher's Day Celebrations are done in the college.</p> <p>Guest lectures and workshops are arranged by eminent personalities to deliver lectures on ethics, values, duties, and responsibilities and on saving the environment. Ethical Values, rights and duties.</p> | | | |
| <p>7.1.10</p> <p>Q_nM</p> | <p><i>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</i></p> <table border="1" data-bbox="185 1850 1525 2067"> <tr> <td data-bbox="185 1850 868 2067"> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, </td> <td data-bbox="868 1850 1525 2067"></td> </tr> </table> | | <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, | |
| <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, | | | | |

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| | <p>teachers, administrators and other staff</p> <p>4. Annual awareness programmes on Code of Conduct are organized</p> | | | | | |
| | <p>Options:</p> <p>A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> | <p>Any 3 of the above</p> | | | | |
| | <p>Upload:</p> <ul style="list-style-type: none"> • Code of ethics policy document • Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims. • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p> <table border="1" data-bbox="167 891 1273 963"> <tr> <td data-bbox="167 891 662 929">File Description</td> <td data-bbox="662 891 1273 929">Documents</td> </tr> <tr> <td data-bbox="167 929 662 963">Upload relevant supporting documents</td> <td data-bbox="662 929 1273 963">View File</td> </tr> </table> | | File Description | Documents | Upload relevant supporting documents | View File |
| File Description | Documents | | | | | |
| Upload relevant supporting documents | View File | | | | | |
| <p>7.1.11</p> <p>QIM</p> | <p><i>Institution celebrates / organizes national and international commemorative days, events and festivals</i></p> <p>Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the year within 200 words</p> <p>The National/International memorial days are regularly honored and recognized in Institution and in order to maintain unity and a healthy work environment, as well as to educate the students about their rich cultural history and sense of national pride.</p> <p>Every year, the Institution hoists the national flag on the main campus, National Festivals such Independence Day on August 15 and Republic Day on January 26. Students sing the National Anthem and other patriotic songs after raising the flag. The Management, heads of the departments also delivers remarks on Independence/Republic Day on several occasions.</p> <p>Every year on September 5th, in the institution hosts the Teachers' Day in honor of Dr. S. Radha Krishnan, a former Indian President.</p> <p>As part of a nationwide effort on Gandhi Jayanti, a "Clean India Campaign" called "Swachh Bharath - " was organized on campus.</p> <p>Provide weblink to:</p> <ul style="list-style-type: none"> • Annual report of the celebrations and commemorative events for the last (During the year) • Geo tagged photographs of some of the events • Any other relevant information | | | | | |

Key Indicator - 7.2 Best Practices

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| 7.2.1 | Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual. |
| Q₁M | Provide web link to: <ul style="list-style-type: none">• Best practices in the Institutional web site• Any other relevant information |

Best Practice 1

1. Virtual Campus Recruitment Training (CRT)

Objectives:

1. To encourage the interested students opting for the placements virtually.
2. To adapt for the substantial changes in the recruitment process.

Outcomes:

1. The students were able to understand the analytical and reasoning tools.
2. Students are motivated to attend the virtual placements and internship drives.

Context:

National lockdown and social distancing regulations consequentially resulted in placement providers having to cancel student placements, due to a shift to virtual working, redeployment of staff and the increase of students contracting on practice-based placements.

Because of the pandemic, hiring rates have dropped drastically. Just like online classes have solved the challenge of educating and training the students, Virtual Drives are helping our institution in improving the placement rates during this pandemic and lockdown.

Practice:

Maximum communication between Training & Placement Officer and the Recruiters was also virtually done and the Pre-placement talks were delivered in online mode.

Evidence of success:

56 students participated in the online virtual meet the pictures are shown as evidence.

Best Practice: 2

Upgradation of Infrastructural Facilities

Objective:

To provide Expansive infrastructural facilities

Outcome:

Utilization of infra-structural facilities to the optimum possible extent.

The principal of the college proposes extension, construction and renovation of the existing facilities of equipment and other infrastructural facilities. It is mainly done by keeping in view the number of students.

Practice:

The college takes necessary care and precaution towards the maintenance of its infrastructure, facilities and equipment. To make optimum use of the existing infrastructure for teaching and learning, time table of UG and PG is designed in a systematic way.

Evidence of success:

All Classrooms are spacious, Furniture including benches, desks, tables, cupboards and chairs are repaired and some are replaced. Digital boards are affixed in the classrooms.

Key Indicator - 7.3 Institutional Distinctiveness

| Metric No. | |
|------------------|--|
| 7.3.1 | <i>Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words.</i> |
| Q _i M | <p>Establishment of RG Kedia College of commerce in the year 1972, affiliated to Osmania University.</p> <ul style="list-style-type: none">• The Institution during the Covid period and post Covid provided free vaccination to the staff members (Teaching and non-teaching) and for all the eligible students of the institute.• On the occasion of International Olympic Day, the institution organised 3k run from the college premises to L.B. Stadium 45 students participated in the run-on 23rd June, 2022.• On the occasion of World Environmental Day, a work shop was conducted to create awareness the various factors which will play key role. Such work shops |

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| | <p>were conducted regularly by inviting eminent professors from the University and other organisations.</p> <ul style="list-style-type: none"> • Various career guidance programmes were conducted by the institution to enhance the skills of the students. Especially on the Civil Services and overseas education. Institution made Tie up with such organisations too. • As a part of citizen rights awareness Voter id enrolment center is operated in the college premises based on the guide lines of GHMC. • The institution in association with Greater Hyderabad Municipal Corporation will provide free summer coaching camps for the eligible students in the area of sports and games. • Blood Donation camps are conducted in association with HDFC , TSRTC and Lion's club to advance community health and meet the continued demand for blood supplies, a health camp and blood donation drive were Conducted. Participants from a variety of healthcare organizations, volunteers, and members of the neighborhood worked together to organize the event. <p>Provide web link to:</p> <ul style="list-style-type: none"> • Appropriate web in the Institutional website • Any other relevant information |
|--|--|

Future Plans of action for next academic year (200 words)

- 1) To organize Guest lectures on contemporary topics for the students
- 2) To encourage students to participate in national level sports and cultural events.
- 3) To take up more community outreach activities in collaboration with NGO's.
- 4) To arrange career guidance programs
- 5) To implant Lecture captivating system in the institution.
- 6) The institution plans to focus more on research and Development in the next Academic year by increasing the publications of faculty and also motivating students' community to write research papers.
- 7) To organize National Seminar on Digitalization.



Dr. N Srinivas Kumar

Signature of the Coordinator, IQAC



Principal
R.G.Kedia College of Commerce
Esamla Bazar, Hyderabad

Dr. K. Sree Hari

Signature of the Chairperson, IQAC



