



# **SELF STUDY REPORT**

**FOR**

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

**TAPASYA DEGREE COLLEGE**

**OPP SHAH FUNCTION HALL, RED HILLS, LAKDI KA PUL  
500004**

**[www.tapasyaedu.com](http://www.tapasyaedu.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Tapasya Degree College is the leading premier institute for Commerce and Management studies located in the heart of Hyderabad city. The city boasts of a rich history of academic excellence catering to the various streams of Education over the years. Tapasya Degree College stands tall amidst all these Centers of Learning as an Epitome of Excellence, shaping the next generation of leaders and steering them towards the new era of change. As a hub of innovation and growth, Tapasya has been nurturing young minds to think out-of-the-box thereby empowering them to navigate the complexities of an ever-evolving world.

The Educational journey of our institute is truly distinctive and has evolved significantly over time. The college has continually raised the bar by adopting enhanced standards, practices, and a comprehensive syllabus in Commerce and Management. Since its inception, it has been dedicated to fostering the academic growth of its students, carefully crafting their educational experience to achieve holistic development. The commitment to excel in all spheres of knowledge has enabled the institute to create a nurturing environment where students can grow, learn, thrive and prepare themselves for a bright and successful future.

With innovative teaching, world class infrastructure, individualized attention, student-centric-approach, highly qualified and well experienced faculty – the institute has proved its name exceptionally in placing good number of students. Tapasya Degree College equips aspiring entrepreneurs with the skills and insights required to be successful. The College follows a well-designed curriculum that helps in unleashing the talents of students and guides them to the peaks of a high-flying career.

Tapasya Degree College is also known for being a front runner in adopting best practices in every aspect of functioning as well provide quality education to the students.

### **Vision**

To develop management leaders and entrepreneurs to meet the world's challenges

### **Mission**

To inculcate values and develop business spirit among the young aspirants to transform them into business leaders

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

### **Institutional Strength**

1. Qualified and committed faculty.
2. Focus on developing students as managers and entrepreneurs.
3. Well-equipped infrastructure.

4. Effective and efficient mentor system
5. Active student environment-learning communities, programs, student organizations and clubs Training students on life skills from the beginning of the program
6. Conducting Campus recruitment and training (CRT) program
7. Encouraging curricular and co-curricular activities
8. Remedial classes for weak students.
9. Career guidance placement cell to guide students for campus interviews.
10. Collaboration with outside institutions to offer conduct bridge courses for students (MSME).
11. Collaboration with the industry
12. Industry specific add on programs
13. Club activities to develop competencies of students
14. Introducing new programs to increase the employability of the students
15. Cultural diversity in faculties and students
16. Complying with directions of the university and government

### **Institutional Weakness**

1. Academic flexibility is limited and confined as the college has to follow the syllabi prescribed by the affiliating university
2. Limitation of space to conduct various co-curricular and extra-curricular activities
3. Lack of international student exchange programs.
4. Lack of adequate research oriented faculty

### **Institutional Opportunity**

1. Can invite experts to share knowledge as the institute is situated in the heart of the city.
2. Can establish academic links with renowned national and international institutions for student exchange and interactions to enhance the level of their knowledge in the respective areas
3. Can strengthen welfare measures for the faculty and staff to attract talent
4. Opportunity to conduct FDPs /PDPs for Teaching and Non-teaching staff of other colleges.
5. Enhancing network with Alumni (establishing Alumni Association)
6. Becoming Member of Institutions Innovative Council (IIC) for encouraging the students to become entrepreneurs
7. Offer add-on courses in emerging areas of commerce ,management and technology to make the students industry ready
8. Facilitate the students to avail the MOOCs in enriching their competencies

### **Institutional Challenge**

1. Unable to offer a revised curriculum in line with the requirements of the job market and in the emerging areas as institution is affiliated to University
2. Encouraging students for enrolling in add on courses ( skill building )
3. Encouraging students in preparing for competitive examinations and higher studies.
4. Convincing students to attend placement interviews
5. Bringing reputed companies for placements

6. Encouraging staff to the changing needs of stakeholders- higher education (NEP)
7. Attracting faculty with PhD and Industry Experience
8. Networking and strengthening relationship with stakeholders

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Tapasya Degree College , one of the premier institutes affiliated to Osmania University (OU), follows the curriculum designed by the university. The curriculum is revised by the affiliating university keeping in mind the changing social and global needs of employment to the students.

Academic processes at Tapasya Degree College are meticulously planned and streamlined, with Almanac, Academic plan, Internal and External Timetables as per OU guidelines. The institution strictly adheres to the academic calendar issued by the affiliating university from time to time. The curriculum of the university not only focusses on core areas of the programs, but also addresses and integrates into curriculum crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

The institute strives to educate students on emerging technologies through add-on or value-added courses. Bolstering its academic credentials, Tapasya Degree college has become one of the few colleges that offer a range of add-on certificate courses namely in Event Management, Investment Management Stock Market Operations and Business Leader program etc. The college offered about 6-8 value added courses per year and more than 80 % of the students took part in these courses during the past five years. With the result, the college is able to palce good number of students.

The college follows Continuous Internal Evaluation through Slip tests, PPTs, Paper Presentation, Quiz and Group discussions on subject related topics. The curriculum has about 50% of the courses which belong to project work or field work and all enrolled students successfully complete these courses. Majority of the students are benefited from experiential learning through field trips and project works.

The Institution believes in equal participation of all stakeholders for overall development of the students and the institution. Though it does not have direct control over the curriculum, the institution takes feedback on academic performance and ambience from students, teachers, alumni and employers and analyzes it. Corrective actions are continuously communicated to affiliating university wherever/whenever required, to make the curriculum delivery effective , appropriate and serve the needs of the society and industry.

### Teaching-learning and Evaluation

The admissions at TDC are carried out in accordance with guidelines given by Govt of Telangana and purely depends on merit. Students are admitted to various programs through centralized online admission process. All the qualified students will receive fee-reimbursement from the Government of Telangana. Out of total sanctioned seats, 70% are filled through Convenor and 30% through management quota. The institute focuses on the teaching-learning process and emphasize faculty to foster a positive and supportive environment that inspires students in all spheres of their lives. The institute is maintaining student-faculty ratio (20 :1 in AY 2022-23) in accordance with standards, for effective teaching and mentoring of students.

Students are encouraged to handle ICT learning tools, present seminars, write articles, prepare scientific models, present scientific papers, undergo internship in various industries and incorporated companies and prepare for competitive examinations to pursue higher education or get a job. The institute is working for excellence and high-quality education by implementing student-centric methods to increase student involvement in curricular, co-curricular and extra-curricular activities. The institute is encouraging students to choose their future career paths through guidance programs. To enhance teaching abilities and promote innovation, teachers are frequently urged to take part in conferences, seminars, FDPs and orientation/refresher courses. Institute follows Program Outcomes (POs) given by NAAC for Three-year degree programmes. Course Outcomes (COs) have been outlined by the institution, inline with outlined by the affiliating university, for various programs. The examinations and evaluations are conducted using systematic approach with transparency and the institute has an overall pass percentage of more than 95% during the last five years. Grievances related to examinations are addressed effectively.

Senior faculty members and Internal Quality Assurance Cell (IQAC) are engaged in monitoring all the activities that support students for their holistic development and to encourage efficient teaching and learning process.

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

Tapasya Degree College (TDC) is deeply committed to advancing research, fostering innovation, and extending its academic influence beyond the campus.

Innovation is a cornerstone of TDC's academic strategy, evident through the establishment of innovation hubs and incubation centers that nurture entrepreneurial ventures. These centers offer mentorship, resources, and networking opportunities, empowering students and faculty to transform innovative ideas into viable start-ups. The college regularly organizes innovation challenges, and entrepreneurship boot camps to stimulate creative thinking and problem-solving skills among students. The institution organized more than 40 seminars / workshops related to research methodology, Intellectual Property Rights (IPR) and Entrepreneurial Development Skills during the last five years.

Extension activities form a vital part of TDC's outreach efforts, with a focus on community engagement and societal development. The institution organized more than 40 extension and outreach activities( in the last 5 years) , including community service projects, health camps, environmental awareness drives, and educational outreach initiatives in underserved areas during the assessment period. These programs not only benefitted the community but also provided practical experience and social responsibility awareness to students.

TDC fosters a research-oriented culture through a vibrant calendar of academic events, such as conferences, workshops, and seminars, attracting eminent scholars and industry experts. These events facilitate intellectual exchange, collaboration, and continuous learning. The college emphasizes the importance of scholarly publications, encouraging faculty and students to publish their research in reputed journals and present their findings at national and international conferences.

Furthermore, TDC's extension activities include collaborations with non-governmental organizations (NGOs), government bodies, and industry partners, enhancing the practical relevance and societal impact of its academic programs. By integrating research, innovation, and extension activities, Tapasya Degree College not only contributes to academic excellence but also drives socio-economic development, embodying its commitment to holistic education and community service. The Institution executed around 25 MOUs during last five years.

Some activities were also conducted under each MOU.

### **Infrastructure and Learning Resources**

Tapasya Degree College (TDC) excels in providing top-tier infrastructure and comprehensive library resources, ensuring an optimal educational environment for its students and faculty. The campus infrastructure is characterized by modern, well-ventilated classrooms equipped with smart boards and projectors, computer studies, and other disciplines, furnished with cutting-edge equipment. The entire campus offers high-speed internet and Wi-Fi connectivity. Ensuring safety and accessibility, the campus adheres to stringent safety norms, including fire safety measures and emergency protocols, and features accessibility options such as ramps, elevators, and accessible restrooms for students with disabilities. Complementing these facilities are a well-maintained cafeteria, recreational areas, sports facilities, and on-campus medical services with a trained healthcare professional.

The college library stands as a cornerstone of TDC's academic resources, offering a spacious, well-lit environment with an extensive collection of books, journals, periodicals, and newspapers. It includes special sections for reference materials, rare collections, and course-specific resources, while the digital library extends access to e-books, online journals, and research databases. A digital lending system facilitates electronic borrowing and returning of books, and subscriptions to various educational portals enhance research capabilities. The library operates with extended hours during exam periods, supported by experienced librarians who assist with research and reference queries, and features regularly updated catalogs and intuitive search systems.

A centralized ERP system streamlines campus administration, and smart ID cards enhance access and attendance management. The college is also committed to sustainability, maintaining a green campus with initiatives like rainwater harvesting, solar panels, and waste management systems, and implementing energy-efficient practices such as using LED lighting and reducing carbon footprints. These efforts collectively create an environment that is innovative, sustainable, and conducive to academic excellence, reflecting TDC's dedication to continuous improvement and student success.

The Institute has a committed team to look after various IT infrastructure works. The Institute has a total of 320 systems out of which 312 systems are exclusively used for students, with a student-computer ratio of about 5:1 for academic purposes. The institute has a Server and 500 Mbps Internet bandwidth to support LAN and Wi-Fi. The total campus area is Wi-Fi enabled. The institute has a well-defined IT policy in place for the effective utilization of the IT infrastructure. The institution has Power Generators of 63 KVA capacity and other required safety facilities. A CCTV surveillance system has also been in place. The institution has a well-connected fire-fighting system in place. The Institution has firewalls and anti-virus software. The institute also has required software as per curriculum to meet academic and administrative requirements.

The institute provides various infrastructure facilities for sports and cultural events. All the facilities at the institution are well maintained through a systematic process and with the help of a well-defined maintenance policy. The institution allocates budget every year for infrastructure augmentation and maintenance.

### **Student Support and Progression**

The institution has a well-defined Vision and Mission statements. The institution provides a concession in the

college fee to encourage meritorious students and provides financial assistance to deserving students.80% of the students are benefitted from this initiative.

The institution strives to provide better academics for the bright future of the students. It provides the support by conducting various capacity building & skill enhancement programmes like Campus Recruitment Training (CRT), ICET, CAT, TOEFL etc in collaboration with other agencies. Many Life Skills & Career- Oriented programs are conducted and most of the students benefitted from this endeavor.

The institution provides support and guidance to students seeking higher education by conducting various orientation programs on post graduation programs and also arranges campus placement drives ( more than 45 different programs done in the last 5 years ) for students seeking employment. Around 68% of the students have benefitted from these programs.

The institution has a well-functioning grievance redressal mechanism that addresses grievances related to academics, non-academic and generic issues. The anti-ragging cell ensures a friendly atmosphere among students and swiftly addresses issues as and when they arise. This provides for a stress-free atmosphere and enables for the holistic development of the students.

Around 68 % of students were placed and progressed to higher education during last five years and 25.82% were qualified in state level examinations during last five years.

Students of the institution enthusiastically participated in around 16 sports and cultural programs organized by same college and other institutions during last five years. In last 5 years students received awards and medals for outstanding performances in sports at University/State/National level.

Alumni contributes to its Alma Maters by visiting the campus regularly and also by conducting interactive sessions with the students. It orients the student on various career prospects. They also provide the students with necessary skill enhancement program which is a pre requisite in the present day by talking about their experience.

When planning club activities for remedial classes, it's important to consider the specific needs and interests of the students and align activities with the learning objectives of the remedial program. Activities should aim to reinforce academic concepts while promoting a positive and supportive learning environment.

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

Tapasya Degree College (TDC) has a governance model which is decentralized, democratic, participative and transparent to all its stakeholders and it is in line with the Institute's Vision, Mission and Quality Policy. The Institute has a well- developed strategic and perspective plan with tangible goals which influence the growth of the institution.

The Institute adopts decentralization of various activities at various levels and functions through various statutory and non-statutory committees. Seamless functioning of academic, administrative and financial activities of the Institute is ensured through the functioning of about 15 committees/cells. The institution has well-defined policies and service rules.

The Institute is known for its Student Discipline, Teaching and Learning Process, Evaluation, Research and

Development and Extension activities. Various welfare schemes such as free transport, Employee Provident Fund (EPF), Maternity Leave, Medical Leave and CCLs are extended to teaching and non-teaching staff.

TDC implements and updates e-governance in various areas of the institution. The Institute also motivates the faculty to attend conferences/workshops and provides financial incentives for attending the same. Faculty are also encouraged to take part in various Faculty Development Programmes (FDPs), Orientation /Induction Programmes, Refresher Courses, and Short-Term Courses. The institute plans all the activities and allocates the budget at the start of the academic year. About 81% of the faculty and Non-teaching staff participated in FDPs/Administrative training Programmes during the last 5 years. Both internal and external financial audits are done to verify any discrepancies in the areas of finance and accounts at the Institute.

TDC considers internal quality a top priority. The Institute strategically enhances the quality of the teaching and learning process through continuous new initiatives such as Faculty Self-Appraisal, Training Programs for Teaching and Non-teaching staff, Workshops, Conferences, Educational Reforms, Setting Quality Benchmarks, Key Performance Indicators, Incentives, and Student Mentoring System etc. through IQAC of the Institute.

The institution has a well-established IQAC. Institute's IQAC has taken up various quality initiatives such as feedback from various stakeholders, and collaboration with various institutes. The IQAC also conducts its meetings regularly, drives many quality initiatives and takes corrective actions wherever required to enhance different quality parameters.

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

Tapasya Degree College maintains a well-balance between academics and overall performance of the students. The institute has taken various strategic steps from time to time to stay tuned with the vision and mission of the institution.

Tapasya Degree College ensures gender parity not just in terms of the number of career possibilities available to women, but also in terms of their representation in the organization. The Institute has around 29% girl students and 51% female employees. Various strategic initiatives are performed from time to time to increase gender awareness and give equal chances for all genders. Women Empowerment Cell was formed to ensure the safety and security of female teachers and students.

The institution follows safe practices in disposing different types of wastes. The Institute has implemented various green practices and promoted and improved eco-friendly environment on the campus. Various audits such as energy and green audits are conducted on regular basis. The Institute has installed CFL bulbs/ tubes for conservation of energy. It has also taken several initiatives to reduce, recycle, and reuse the various forms of trash . For the Institution, several audits such as energy, green, and environmental are performed. TDC has also been recognized for implementing different green initiatives on campus. Through its infrastructure, the Institute offers *divyangjans* access to a variety of facilities.

Several activities by student bodies are also encouraged. Student Clubs are constituted under different departments for conducting several events like National Celebrations like Independence day, Republic Day. Birthdays & Death Anniversaries of National Leaders are also celebrated. Events related to sports, tradition & cultural reinforce the human value & instill ethics in the staff & students.

Personalized mentoring system (one of institute best practices) and Enhancing employability skills through skill-

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

The institution constantly evaluates its best practices and continuously improves on them. As a distinctive practice the Institute has conducted various oriented skills courses to the students to make them employable by end of their program duration. Institute promotes student club activities (one of the best practices) and meticulously plans and executes with the cooperation of faculty and students.

Institute has a distinct practice -CRT (Corporate Recruitment Training), to enrich students in soft skills and competitive exams like ICET (Integrated Common Entrance Test) coaching etc which increased the employability skills in the students.

Thus the institute follows best practices and distinctive practices in every sphere to provide a safe and productive environment for the students as well as increase their employability skills and entrepreneurial skills to sustain in their careers and lives.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	TAPASYA DEGREE COLLEGE
Address	Opp Shah Function Hall, Red Hills, Lakdi Ka Pul
City	HYDERABAD
State	Telangana
Pin	500004
Website	<a href="http://www.tapasyaedu.com">www.tapasyaedu.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K Prashanth Kumar	040-8074753127	9848580559	-	tapasyaugcollegelkd@gmail.com
IQAC / CIQA coordinator	Reddladenne Chennakesava	040-8885550173	9705288887	-	kesavanarayana89@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Telangana	Osmania University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Opp Shah Function Hall, Red Hills, Lakdi Ka Pul	Urban	0.58	2369.027

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BBA,Management,BUSINESS ANALYTICS	36	Intermediate	English	180	123
UG	BBA,Management,	36	intermediate	English	60	59
UG	BCom,Commerce,COMPUTER APPLICATIONS	36	intermediate	English	120	61
UG	BCom,Commerce,HONS	36	Intermediate	English	240	190
UG	BCom,Commerce,TAXATION	36	Intermediate	English	60	47
UG	BCom,Commerce,GENERAL	36	Intermediate	English	180	153
UG	BCom,Commerce,BUSINESS ANALYTICS	36	Intermediate	English	60	30

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				20				63			
Recruited	0	0	0	0	16	4	0	20	30	33	0	63
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						20
Recruited	0		0		0	0
Yet to Recruit						20
Sanctioned by the Management/Society or Other Authorized Bodies						20
Recruited	7		13		0	20
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	16	4	0	0	0	0	20
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	30	33	0	63
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>	<b>Others</b>	<b>Total</b>
		0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	469	0	0	0	469
	Female	194	0	0	0	194
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	14	13	8	2
	Female	12	16	12	3
	Others	0	0	0	0
ST	Male	3	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	179	47	52	30
	Female	102	44	55	38
	Others	0	0	0	0
General	Male	105	228	184	131
	Female	79	214	221	92
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		494	562	532	296

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Tapasya Degree College is an affiliated college to Osmania University, a state university which follows a road map or guidelines prepared and provided by the State Government and UGC. Though the
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	<p>institution does not have complete flexibility in offering multi- disciplinary/interdisciplinary courses, it has been encouraging the students to take up multi-disciplinary/interdisciplinary courses. The institution is also offering various multi-disciplinary/interdisciplinary courses in the form of value-added or add-on courses.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The provisions of Academic bank of Credit proposed in the draft of NEP is to facilitate multiple entries and exit points in their academic programs. This is an innovative idea to earn and deposit credit through National schemes like SWAYAM, NPTEL, and V-Lab. It shall be also considered for credit transfer and accumulation in this provision. By these, the students will be able to earn credits and get the programs completed. Tapasya degree college shall abide by the curriculum and structure prepared by the affiliating university in this regard. For this purpose, a centralised database along with the database of the college is to be established to digitally store the academic credits earned by the students from various courses, so that the credit earned by student previously could be forwarded. For monitoring ABC, proper technical support system is to be created.</p>
<p>3. Skill development:</p>	<p>Being an affiliated college, our course structure and the content for pedagogical transaction is designed by the parent university as per the UGC guidelines. Keeping in view the growing demand of skilled work force in both public and private sector, Higher education institutions are framing their curriculum accordingly. Tapasya Degree College has signed MOU's with other reputed institutes, offering Cloud Computing, Entrepreneurship Development, Digital Marketing, practical accounting, Problem solving with Python Programming etc. Need of the hour is to produce young generation obtaining degrees in their choice of subjects and additional skill course that will help them to start their own entrepreneurship after leaving the college.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>In order to integrate the local language, art and culture, compulsory activities in the curriculum are to be added like literary activities, i.e. through organizing group discussions/interactions/symposiums on Language and Culture related topics, in local languages will fetch an extra credit to the student. Frequent field</p>

	trips to local heritage sites/museum shall value our own culture and traditions. This will boost tourism sector in Telangana and create awareness among the students. Our institution celebrates Hindi Diwas, and Mathru Bhasha Dinotsavam by inviting eminent persons to deliver the guest lectures in the regional languages and conducting several competitions for the students. College has also conducted Webinars and online Quiz programs successfully. The college has been celebrating the regional festivals, i.e. Bathukamma, Sankranti, Deepavali, Ugadi, Id Milap, Christmas festival celebrations, with great fervour.
5. Focus on Outcome based education (OBE):	The student learning outcome based education can be defined in terms of knowledge, skills, understanding, values, ethics, attitude and employability. The course syllabus has been designed by the University with due consideration to economic and social needs at large, so as to apply the spirit of NEP. The Course Objectives (COs) are aligned to the Program Objectives (POs) and Program Specific Objectives (PSOs). In evaluating the attainment of COs, POs , the college has rich human resources who are trained on OBC and a robust mechanism in place .
6. Distance education/online education:	With the experience gained during the closure period of Covid-19, access to online resources by our faculty and students will not be a constraint anymore. This can be considered as the new normal, which is envisaged in New Education Policy as well. During new normal times, the college has prepared the teaching learning process delivered through different online modes like Zoom app, Google Meet, etc. College has created Program wise student WhatsApp groups and posted the information of the classes every day. The college campus is Wi-Fi enabled and hence no hindrance in online education has taken place. Hence, the college is well prepared for the online education to meet the future challenges.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been set up in Tapasya Degree College in 2022. The principal is the Chairperson of the ELC and IQAC Officer as the
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	<p>faculty coordinator. Two students are also appointed as Student Coordinators. The main objective of ELC is to use practical experience to teach students about voter registration, the electoral process, and associated topics through hands on experience and to enable the target audience to exercise their right to vote in a self-assured, relaxed, and morally responsible manner and sensitizing the student's community about democratic rights.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Institution has the Electoral Literacy Club (ELC) functional with the following office bearers : • Dr G.Sumanth Kumar Associate Professor &amp; Principal - ELC Coordinator • Mr. K. Prashanth Kumar , Asst. Professor IQAC coordinator - ELC Additional Coordinator • Mr.Sai Kiran Jaiswal, III B.Com student - Student Representative • Mr. Kartikeya, III B.B.A student - Student Representative. ELCs representative in character • To create awareness and interest among faculties and students through awareness activities and camps. • To educate the targeted populations about voter registration, electoral process and related matters. • To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. • To help the targeted unaware people understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. • To facilitate voter registration for its eligible members who are not yet registered. • To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and "No Voter to be Left Behind". • To motivate the students to participate in the ELC activities. ELCs representative in character • To create awareness and interest among faculties and students through awareness activities and camps. • To educate the targeted populations about voter registration, electoral process and related matters. • To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. • To help the targeted unaware people understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. • To facilitate voter registration for its eligible members who are not yet registered. • To</p>

	develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'. • To motivate the students to participate in the ELC activities.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Activities done by the ELC of Tapasya Degree College are as follows. • To facilitate voter registration for its eligible members who are not yet registered. • Awareness Campaigns are conducting for educating the public in the nearby villages. • To educate the targeted populations about voter registration, electoral process and related matters through hands on experience • To raise awareness among students and faculty through workshop in association with Gram panchayat of nearby villages.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institution wants to develop the electoral engagement culture among young people and potential voters through ELC. The activities have been thoughtfully created to transmit certain knowledge that would enable them to become "Empowered (Prospective) Voters. The ELC takes initiatives to host programs that are socially relevant to electoral related issues and raise understanding of electoral processes, through debates, elocution, essay writing, and poster presentations. 1. To ensure that the target audience understands their right to vote in a self-assured, relaxed, and morally responsible manner by helping them realize the importance of their vote. 2. To promote electoral participation and increase the moral voting.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Through engaging activities and practical experience, the ELC serves as a platform to promote electoral literacy among students in the age range of 18 to 21. It also serves to educate them about their voting rights and familiarize them with the registration and voting processes, all while remaining apolitical, neutral, and nonpartisan. Activities are created to energize and inspire students, encouraging them to reflect and pose questions.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1588	1390	1124	892	682

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

### 2 Teachers

#### 2.1

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

Response: 83

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
83	70	56	45	34

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
565.42	428.68	276.21	271.36	75.83

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Tapasya Degree College is an affiliated institution under Osmania University and follows the scheme and syllabus prescribed by the program which is designed by the Board of Studies of the university. The affiliated colleges must follow the syllabus designed by the parent University. Depending on our resource potentiality, institutional goals and concern towards the students, Tapasya Degree College imparts quality education.

Our college is currently implementing the following mechanism for an effective delivery of curriculum. Accordingly, a plan of action and its implementation takes place under the supervision of the Head of the institution.

At the beginning of each academic session, college prepares a proposed academic calendar. Time table committee designs time table for all UG programmes as per the university norms. It is displayed on the Notice board. Teachers are informed about their workload and courses (subjects). Teachers often refer to the standard reference books prescribed by the university, along with the latest information available through online and other resources for the effective implementation of curriculum.

On the re-opening day of the college, a staff meeting is held to discuss the systematic implementation of the curriculum, this meeting focuses on allotting responsibilities to the Heads of Departments. Additionally, various committees are formed to ensure these responsibilities are effectively managed with respect to academic records.

For overall quality enhancement teachers are motivated to participate in seminars, workshops, conferences, refresher courses, orientation programs etc. Teachers are motivated to participate in research and extension activities, exchange program also. All the academic activities are closely monitored by the IQAC, to help the college administration perform impeccably. The IQAC issues notices and directions to all the Heads of the Departments at the regular review meeting, held regarding the curriculum.

Apart from classroom teaching, Teachers engage students in Group Discussion, Sessional Exam, Demonstrations, Debates, Power Point Presentations, Fields Visits, Assignments to render effective implementation of the prescribed curriculum. Based on semester-wise result analysis, corrective measures are suggested by IQAC. In addition, bridge courses and remedial lectures are conducted to the poorly performed students. Academic review and feedback are taken periodically.

Teachers update themselves with the current research and teaching techniques and hence, teach effectively. The faculty members of the college actively engage in paper setting and evaluation process.

The college adopts continuous evaluation of students through internal tests, submission of assignments, and Seminars Presentations in developing skill sets of students.

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 25

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

### 1.2.2

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

**Response:** 92.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
1476	1383	939	785	663

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

## 1.3 Curriculum Enrichment

### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

#### Response:

The institute implements the curriculum provided by the university with which it is affiliated. Curriculum topics include Professional Ethics, Gender, Human Values, Environment, and Sustainability.

#### Human Values and Professional Ethics

The institution offers a course on human values and professional ethics each semester to raise awareness about moral values, character development, cooperation, the sustainable relationship between people, and the empathy involved in technical activities. The ultimate goal of this course is to promote professional ethics among students and faculty through the use of online plagiarism-checking software and apply concepts of professional ethics to their professional practice. The faculty assists students in organizing awareness campaigns, blood donation camps, health screening camps, and hygiene and health awareness programs. Moreover, the institution's NSS students regularly participate in Swatch Bharat-related activities.

#### Gender Sensitization

Every academic year, the course on Gender Sensitization is offered in the form of curricular, co-curricular, and extracurricular activities. This course allows the entire class to interact with real-world situations, such as fieldwork, seminars, and social gatherings, etc.

This course has the following primary goals:

- Raise awareness about equality in the law, social system, and democratic activities
- To provide an integrated and multidisciplinary framework for comprehending the social and cultural construction of gender.
- To teach young boys and girls gender awareness and to instill positive values that support girls' rights.
- To educate students about the status of women and their impact on the nation's development.
- To provide students with the opportunity to reflect on their own socialization process and attempt to resist its influence.

In addition, the institution conducts a number of programs to address women-related issues with the assistance of a women empowerment cell. This women's empowerment cell focuses on the identification

and resolution of any gender-sensitive issues. On International Women's Day, the institution's technical associations conduct a variety of activities to empower women. Periodically, various topics including gender equality, respect, and empowerment are discussed in the cell.

### Environment and Sustainability

This course helps students understand the significance of ecological balance for overall development and provides them with the critical thinking skills necessary to develop and implement sustainable solutions. The course "environmental studies" assists students in understanding the significance of the environment and its preservation. The institution conducts debates and group discussions on a variety of environmental and sustainability-related topics to enhance students' comprehension of the significance and depth of these fields. The institution hosts seminars, field trips, and guest lectures on special days such as Environmental Day, Earth Day, and World Water Day. Students are made aware of environmental and sustainability concerns.

#### 1.3.2

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

**Response:** 40.81

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

Response: 648

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

## 1.4 Feedback System

### 1.4.1

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

**Response:** C. Feedback collected and analysed

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 78.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
494	562	532	296	296

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

2022-23	2021-22	2020-21	2019-20	2018-19
840	660	660	300	300

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 48.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
182	156	174	75	91

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

2022-23	2021-22	2020-21	2019-20	2018-19
450	330	330	145	150

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 19.13

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

Faculty use following ICT tools in the process of teaching and learning :

- Projectors- Projectors are available in classrooms/labs.
- Online Classes through Zoom, Google Meet, Microsoft Teams.
- Video Conferencing- Students are counselled with the help of Zoom/ Google meet applications.
- Video Conferencing- Students are counselled with the help of Zoom/ Google meet applications.
- Seminar Rooms- One seminar halls is equipped with all digital facilities.
- Online quiz- Faculties prepare online quiz for students after the completion of each unit with the help of Google Forms.

Various classroom teaching methods based on the requirement of different subjects are regularly used for the effective delivery of the curriculum such as :

- Chalk and talk methods to explain & interact with students.
- PPT-OHP
- Dictation of class notes by teachers thereby improving the listening skills.
- Conduct of Periodical internal examinations for Assessment.
- Group discussion in the class room to engage students in communication.
- Seminars by the students relating to curriculum to boost their academic awareness.
- Paper presentation by the students to encourage students.
- Field work/project work/visits and educations tour are conducted regularly.
- The institution collects feedback from the students at the end of every semester.

### **Experiential Learning:**

Experiential learning is an educational approach that emphasizes hands-on, practical experiences as a central part of the learning process. Rather than relying solely on traditional classroom instruction, experiential learning encourages students to engage directly with the subject matter through activities. It encourages active participation, reflection, and the application of knowledge in authentic contexts, preparing students more effectively for future careers and responsibilities.

- Field/ industry visits/ Education tours for projects, internships to acquaint with the challenges and problems of the larger society and industry and to sharpen the application skills of the knowledge acquired in the classrooms.
- Students also encouraged to do Poster Presentations, Chart-making and participate in Associations / Club Activities like the Business Creators club, Eco-Warriors Club and Conquerors club to promote team spirit and collaborative learning

### **Participatory Learning:**

Some of the participative learning methods adopted by college are :

- **EDUTOUR Program-** All the students are taken for **Industrial visit** every academic year. The students have visited **COCA COLA company, ICRISAT** and **PARLE-G** biscuit company etc. with such programs students got the idea about Supply Chain Management, Production Process, On Time Delivery, Health and Hygiene, ABC Costing, etc.
- Student Study groups to participate in active teaching and learning and they are encouraged to join in the group discussions, group poster presentations to promote self-learning, team spirit

through participation.

- Celebration and Observation of Important days in the Academic year which would promote learning based on participation where students get educated about the importance of the day/personality/event.

### Problem solving methodologies

Students are encouraged to involve in problem solving methodologies like case studies, analyzing financial statements and management games, project works to enhance their practical problem-solving ability.

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
83	70	56	45	34

#### File Description

#### Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

### 2.4.2

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

**Response:** 33.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	20	18	16

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

#### **Mechanism of Internal Assessment**

In order to ensure transparency in internal assessment, the system of internal assessment is communicated with the students well in time. The principal holds meetings of the faculties and directs them to ensure effective implementation of the evaluation process.

The college adopts transparent continuous evaluation process through Group Discussion, internal evaluations, assignments and project works. The performance of the students is displayed on the Notice board and communicated to the students. Personal guidance is given to the poor performing students after their assessment. Students appearing for Second /third year are asked to deliver the seminars of the concerned subject. Topics are given by the concerned faculty to the students to prepare for power point presentation.

For transparent and robust internal assessment, the following mechanisms are conducted

- Internal Examination .
- Question Paper Setting.
- Conduct of Examination
- Result display
- Interaction with students regarding their internal assessment.

The method of internal assessment helps the teachers to evaluate the students more appropriately. Due to internal assessment, the interest of the student towards learning and attending classes would also be increased.

**#Mechanism of External Assessment**

External Assessment would be conducted by Osmania University in the form of

- Written Exam(Pass/Fail)
- Viva-Voce (20 marks)

**#Grievance Redressal System**

The Grievance Redressal Cell (GRC) aims to look into the complaints lodged by any student and redress it as per requirement. The students can state their grievance regarding any academic or non- academic matter within the campus through the online and grievance/ suggestion box.

**Objectives**

The Grievance Redressal Cell has been developed to settle the grievances of the students and other stakeholders within a reasonable time period for further strengthening the bond of the students with the institution by providing them with all kinds of facilities to a satisfactory level for maintaining a convenient ambience of academic teaching and learning.

**Mechanism of the GRC**

1. Grievance redressal cell (GRC) considers only individual grievances of specific nature of students and staff.
2. The GRC does not consider any grievance of general applicability or of collective nature raised collectively by more than one employee/student.
3. Post receipt of the complaint/application the committee decide on the merit of case regarding the scope of further discussion.
4. The GRC mediates between complainant and defendant against whom the complaint has been made, if required.
5. GRC considers redressing of grievances within a reasonable time.
6. The cell gives report to the principal about the cases attended to and seek relevant guidance.

**Scope**

The student grievances about any academic or non- academic matters related to –Timely issue of duplicate Mark-sheets, Transfer Certificates, Conduct Certificates or other examination and scholarship related matters, misgivings about conditions of sanitation, victimization by faculty and any other offensive activity is resolved within the stipulated time.

**2.6 Student Performance and Learning Outcomes**

### 2.6.1

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

**Response:**

Course Outcomes (COs) are defined by the affiliating university along with the syllabus for each course in the curriculum. The affiliating university follows Bloom's taxonomy in defining the COs. The COs provided by the university are verified by the faculty and corrected to be in line with Bloom's taxonomy.

The institution follows 07 Programs Outcomes (POs) as prescribed by the NAAC in its manual. In addition, every program has 2 to 3 Program Specific Outcomes (PSOs). All the PSOs also follow bloom's taxonomy in their formulation. The PSOs are formed at the department level and discussed in detail in department academic committee meetings for their correctness and relevance. These PSOs are approved by IQAC and Governing Body as well.

The institution has well defined Course Outcomes (COs) and Program Specific Outcomes (PSOs) apart from Program Outcomes (POs) defined by NAAC.

- **Course Outcomes for all Programs:** COs are defined for all the courses in the syllabus books and they are widely circulated. COs of selected courses of all the programs are also attached.
- **Display on Website:** The POs, PSOs and COs statements of all the programs are posted on the institute's website under the respective departments.
- **Display in Prominent places:** The statements are exhibited in Principal's office, HODs office, Notice boards, Common facilities, and at all other important vantage points.
- **Communication to the teachers:** The Institution has a multi-layered, multi-point and multi-faceted process related to communicating the POs, PSOs and COs to the teachers and students.
- Approved POs/PSOs and COs are distributed to the faculty.
- **Communication to the Students:** COs, POs/PSOs are communicated to the students through the following means.
- **First year Induction Programme:** Dedicated lecture-demos are organized as a part of the Induction Programme in which POs/PSOs are presented and explained to the students.
- **Introduction of Course Outcomes:** Respective COs are presented at the beginning of each course throughout the programme
- **Display of Outcomes in the Department Corridors:** Multi-colored Foam boards depicting the POs are placed for wider awareness among students regarding the matter.
- **Question papers of Continuous Assessment:** The questions for continuous assessment exams are set, reflecting the COs of the particular course along with intellectual levels of learning.

**Trainings and Workshops on OBE:** The Institution has been conducting training programs and workshops on OBE to the students, faculty and Non-teaching staff to inculcate the spirit of OBE and to disseminate the applicable information.

### 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

The institution evaluates the attainment of COs and POs/PSOs for every batch. The attainment of outcomes has been helpful in implementing outcome-based education and enhancing the teaching-learning experience at the institution.

**Attainment of COs POs, and PSO**

Initially, attainments of Course Outcomes (COs) are computed using both direct and indirect methods. Attainments of Program Outcomes (POs) and Program Specific Outcomes (PSOs) are done from the attainment of COs through the course and program articulation matrices.

**Attainment Procedure of COs:**

It is done using the direct method and indirect method. As a part of the direct method, CO attainment is computed using marks obtained by the students in Continuous Internal Examinations (CIE) and Semester End Examinations (SEE). It is ensured that COs are well articulated for each course before computing the attainments of COs. Each question of the internal marks is mapped to the respective CO. Weightage of 30% and 70% are assigned to CIE and SEE respectively to compute direct CO attainment. Course end survey is conducted for each course and indirect attainment of COs is computed. Direct attainment of COs and Indirect attainment of COs are given weightage of 80% and 20% respectively in computing the final attainment of COs.

**Attainment Procedure of POs/PSOs:**

Attainment of POS/PSOs is done using both direct and indirect methods. Direct attainment of POs/PSOs is done from the attainment of COs. From the attainment of CO and course articulation matrix, direct PO/PSO attainment is done for each course. By using the program articulation matrix and PO/PSO attainment of each course, direct PO/PSO attainment for the program is calculated. Indirect attainment of POs/PSOs is done using a Program exit survey, Employer survey and Alumni survey. A weight of 10% is given to each of the indirect methods of attainment. The final attainment of PO/PSO is done by assigning weights of 70% and 30% to direct and indirect attainments, respectively.

**2.6.3**

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

**Response:** 82.28

**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
406	246	190	238	53

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

2022-23	2021-22	2020-21	2019-20	2018-19
480	277	278	270	72

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.53

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

Institutional data in the prescribed format

#### Document

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

In today's rapidly evolving global landscape, innovation stands as a cornerstone for progress and competitiveness across all sectors. Recognizing this reality, educational institutions, particularly degree colleges offering courses like BBA and B.Com, have increasingly embraced the imperative of nurturing innovation among their students. One of the key strategies employed by such institutions is the establishment of comprehensive ecosystems dedicated to fostering innovation, often comprising incubation centers and various initiatives aimed at facilitating the creation and transfer of knowledge.

At the heart of this ecosystem lies the Tapasya Incubation Center—a dynamic hub designed to provide budding entrepreneurs and innovators with the necessary resources, mentorship, and infrastructure to transform their ideas into viable ventures. These centers serve as catalysts for innovation, offering a supportive environment where students can explore, experiment, and refine their entrepreneurial aspirations under the guidance of experienced mentors and industry experts. By offering access to funding opportunities, networking events, workshops, and specialized training programs, incubation centers empower students to navigate the complex landscape of entrepreneurship with confidence and

resilience.

Moreover, the Tapasya Degree College's commitment to fostering innovation extends beyond the confines of its incubation center, encompassing a myriad of initiatives aimed at cultivating a culture of creativity and knowledge exchange among students and faculty. Collaborative platforms such as Ideation Workshops, and Innovation Challenges provide students with opportunities to collaborate across disciplines, harness their collective expertise, and tackle real-world problems through innovative solutions. By encouraging interdisciplinary collaboration and fostering a spirit of curiosity and experimentation, these initiatives enable students to broaden their horizons, think critically, and develop the skills necessary to thrive in an increasingly dynamic and interconnected world.

Furthermore, the institution actively promotes the transfer of knowledge and technology from academia to industry through strategic partnerships and collaborative research endeavors. By forging alliances with industry leaders, research institutions, and government agencies, the institution creates avenues for students and faculty to engage in applied research, technology transfer, and industry-driven projects that address pressing challenges and opportunities in the market. Through initiatives such as industry-sponsored research programs, technology licensing agreements, and collaborative innovation hubs, the institution facilitates the seamless exchange of ideas, expertise, and resources between academia and industry, driving economic growth, and societal impact. Thereby creating a vibrant ecosystem that nurtures innovation & entrepreneurship.

In addition to nurturing entrepreneurial talent and fostering industry collaborations, the ecosystem at Tapasya Degree College for innovation plays a crucial role in enhancing the overall learning experience and employability of its students. By integrating innovation and entrepreneurship into the curriculum and providing students with hands-on learning experiences, the institution equips them with the mindset, skills, and competencies needed to thrive in the 21st-century economy. Whether through internships, projects, or experiential learning opportunities, students are encouraged to apply their knowledge in real-world settings, develop their problem-solving abilities, and cultivate an entrepreneurial mindset that sets them apart in the job market.

### 3.2.2

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

**Response:** 47

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	06	10	10

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	2	6	5

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

#### 3.3.2

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

**Response:** 0.01

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

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

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

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

Tapasya Degree College organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to the community and strengthening community participation. The NSS unit of the institution has taken part in various initiatives such as organizing camps, Swachh Bharat initiatives, blood donation camps, awareness programmes on AIDS prevention, Awareness programs on Voter enrollment, and Environmental protection. The institute, in association with its NSS, and NCC and other collaborative agencies, organized more than 60 events successfully during the assessment period. Most of the students actively participate in extension and outreach activities. The average Percentage of students' participation during last five years was found to be about 99.98%.

Various extension activities were conducted during the celebration of World Consumers Rights Day, International Yoga Day, Fit India freedom run and Rasatriya Ektadiwas. More number of students usually take part in extension and outreach activities organized by the institution. Awareness of Consumers' rights and duties is significant in the process of economic development of the country. The institution received more than 40 of awards and appreciations for its contribution to various extension and outreach activities during 2018-19 to 2022-23.

The institution organized various outreach activities related to yoga to promote activities related to better health. Programs such as 'Save our Environment', tree plantation drive in collaboration with Green Initiative, etc. encourage the students in planting trees and protect the environment. Organizing Blood donation camps on Campus is a regular feature wherein students and staff donate blood.

Apart from the above events the college conducted Swachh Seva in nearby villages. The institution received a letter of appreciation for its contribution from RED CROSS Hyderabad, SETNEL Hyderabad, NYKS Hyderabad ,SUITS Hyderabad, NCC and other non- government agencies for its active participation in various NSS events.

Participation of student volunteers in Republic Day Celebrations, Pulse polio drive, awareness on road Safety rally and RRR- (Reduce, Reuse, Recycle) connects students with the larger environmental and social issues in the community and makes them socially responsible and sensitive and thus facilitates in the holistic and sustainable development.

The institution also adopted two villages nearby. Activities such as Swachha Bharat, Health & Hygiene, Digital Literacy, Sanitation drives etc. were conducted at these villages.

### 3.4.2

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

##### **Response:**

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

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

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

- **NSS President award** : The Institution received NSS Rashtrapati award for the activities of its NSS unit and it was received from the President of India .
- **Red Cross Seva puraskar award:** The institution has been organizing blood donation camps twice in a year consistently. The Institution arranged more 2470 units of blood during the assessment period. **Red Cross** blood center lauded the efforts of the institution for its

- **SUITS CARE:** Numerous blood donation activities were carried out in association with SUITS CARE and received awards and appreciation.
- **NYKS:** The students have been engaged in various social activities taken by Nehru Yuva Kendra Sangathan. In turn, the Institution received many awards and appreciation letters for its involvement.
- **SETNEL or STEP:** In view of numerous extension and outreach activities organized, the institution received awards and appreciation from SETNEL (Society for Training, Employment and promotion).

### 3.4.3

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

**Response:** 45

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	8	7	11

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

## 3.5 Collaboration

### 3.5.1

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

**Response:** 15

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

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

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

#### **Response:**

Physical facilities are pivotal components of a college's infrastructure, playing a crucial role in fostering an environment conducive to learning, research, and overall student development. Tapasya Degree College recognizes the significance of upgrading its physical facilities to align with NAAC standards, thereby ensuring the holistic development of its stakeholders.

Tapasya Degree College prioritizes the creation of conducive learning environments through well-ventilated classrooms and academic spaces. Each classroom is designed to accommodate interactive teaching methodologies and foster student engagement. The college ensures adequate ventilation, natural lighting, and ergonomic furniture to promote comfort and concentration during lectures and discussions. Furthermore, modern audio-visual aids, including multimedia projectors, are integrated into classrooms to facilitate effective content delivery and student participation. These facilities enhance the quality of teaching and learning experiences, aligning with NAAC's emphasis on pedagogical excellence and student-centric approaches.

Creation and enhancement of infrastructural facilities for improving the teaching-learning process and extending maximum possible educational amenities to its growing strength of learners is the primary objective of the Institution. Extensive planning for physical infrastructure is made by the Members of the Governing Body and Administration department in a phased manner. The College is proactive in providing facilities for students to participate in cultural activities, sports and games in various ways.

High-speed internet connectivity, computer labs with up-to-date hardware and software, printers, scanners, and multimedia facilities to facilitate computer-based learning, research, and skill development.

Spacious seminar hall equipped with audio-visual equipment, projection systems, and seating arrangements to accommodate large gatherings for lectures, seminars, conferences, and cultural events.

#### **Administrative office**

It is equipped with modern communication systems, computers, and administrative staff to facilitate efficient management of academic and non-academic activities. Comfortable staff rooms for faculty members with amenities such as desks, chairs, lockers, and access to internet and printing facilities. Meeting rooms for conducting faculty meetings, administrative discussions, and committee meetings

equipped with necessary amenities and audio-visual equipment. Regular maintenance and upkeep of campus infrastructure to ensure cleanliness, safety, and functionality of facilities.

#### The College has following facilities

- **Classrooms** The college consists of spacious & well ventilated classrooms are available.
- **ICT enabled Classrooms** A few classrooms have LCD Projector to facilitate efficient teaching and learning.
- **Computer Lab** The computer lab consists of 40 computers with LCD Projector, 100 Mbps Internet connections with Wi-Fi for 2hrs.
- **Seminar Hall** It is a furnished, ventilated, 100 seats capacity with LCD Projector, to conduct Seminars/ Guest lectures and Workshops.
- **Lift** This facility is provided to the staff. · Water purifiers: Water cooling machines with purifiers are available in I.II, III and ground floor.
- CCTV Surveillance and Generator are available.

Tapasya Degree College demonstrates its commitment to providing a conducive learning environment that supports academic excellence, student well-being, and overall campus development, thereby strengthening its accreditation prospects with NAAC.

#### 4.1.2

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

**Response:** 26.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
145.77	111.42	71.20	62.59	39.60

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

Tapasya Degree College has a separate reading room with an area of 820Sft that aims to serve the information to the students and faculty members and they utilize the library for continuous learning and to enhance their knowledge. The Library is well equipped with a reading capacity of 30 readers. Digital Library has 04 Computer systems. The Library has various Text books, Reference Books, Journals, Magazines, journals, CD/DVD and NPTEL Video Lessons related to Commerce, Management and Allied subjects. Tapasya college Library has a collection of fascinating books which includes Encyclopaedia, Handbooks and Dictionaries, Competitive exam books and videos that supports the content beyond syllabus. The library issues four books to each student and also makes provision for students to refer previous semesters question papers of Osmania University for preparing their semester examinations. The reading room is well furnished to accommodate students at a time and provides comfortable environment for study. Exclusive reference section is available in the library. A visitor's book is maintained for students and staff.

#### **Library as Learning Resource**

Tapasya College is one of the reputed institutions supporting the education in the field of commerce and Management studies from 2009. The facilities provided in the institution are meeting the expectations of the academicians in the learning environment. The institution is having a good library which caters to the needs of the faculty, students and staff in providing the required learning resources at the right time. The facilities provided in the institution are meeting the expectations of the academicians in the learning environment.

#### **Library Services**

Library services in an institution provide access to a vast collection of resources, including books, journals, and digital media, supporting research and learning. They offer assistance with information retrieval, research guidance, study spaces, and technology tools, fostering a conducive environment for academic and professional development.

New arrivals of books and journals are displayed on separate stands and racks.

- Text Books Section
- Circulation Section
- Digital Library
- Periodicals (Journals /Magazines) Back Volumes
- Reference Books
- Visitors are also required to sign noting the time of entry and exit.
- CCTV Cameras are installed in the library for strict surveillance.
- Projectors are also installed digital presentation of the content.

### Goals of Learning Resource Department

- To inculcate student interest in reading.
- To provide a student friendly atmosphere.
- To obtain best & latest reference for students & staff.
- To increase the Library collections.
- To develop reference section equipping with latest technology for learning.

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

IT Infrastructure and associated facilities have been augmented periodically as and when there is a requirement. Computers are upgraded with latest configuration as per the need and requirement of the various departments. Continuous up gradation of technology and the infrastructure is one of the quality policies of the institution.

The college provides IT enabled teaching-learning environment in the campus round the clock. Leased web connectivity is in place to cater the students and the staff through Wi Fi connectivity. · In 2020, internet bandwidth speed was of 50 Mbps and it has been upgraded to 300Mbps. 75% of the desktops on campus have been upgraded from Pentium IV to Intel Core i3 & i5. This is in tandem with the need of the hour to ensure that the teaching-learning process is fruitful and effectual.

The monitors have been supplanted with LCDs/CRTs that ensure vision comfort especially to extensive usage by the students, faculty members as well as staff members.

Tapasya provides IT resources to support the educational, research, and administrative activities of the Institution and to enhance the efficiency and productivity of the employees. These resources are used as tools to access and process information related to their areas of work. These resources help them to remain well informed and carry out their functions in an efficient and effective manner.

The policy establishes Institution-wide strategies and responsibilities for protecting the confidentiality, integrity, and availability of the information assets that are accessed, created, managed and/or controlled by the University. This policy applies to all users including faculty, staff, students, alumni, guests, external individuals, organizations, departments, offices and any other entity which fall under the management of Tapasya using computing, IT and network resources owned or managed by Tapasya. IT resources include all University owned, licensed, or managed hardware and software and use of the Institution network via a physical or wireless connection, regardless of the ownership of the computer or

device connected to the network. Misuse of these resources can result in unwanted risk and liabilities for the Institution. It is, therefore, expected that these resources are used primarily for Institution- related purposes and in a lawful and ethical way. This policy governs the usage of IT resources from an end user's perspective.

Institution has 300 MBPS internet facility provided through Reliance Jio. All the departments of the Institution are connected through optical fiber network. The internet facility is available to the faculty in all the departments through this network and students can access internet in the library and computer center. They can also have access to this wired internet facility through various departmental computer Labs. In addition, Institution has also developed e-learning facility through a centralized lab in computer labs. Institution also provides Wi-Fi facility through Reliance Jio. Ensuring effective and efficient 24x7 internet facility in both the campuses of the Institution is also under the domain of the IT policy.

#### 4.3.2

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

**Response:** 4.96

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

Response: 320

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

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

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

**Response:** 7.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	34.30	1.19	21.21	3.51

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 81.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
1500	1351	921	572	309

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

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

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

### 5.1.3

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

**Response:** 51.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1234	637	478	471	86

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

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 89.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
367	194	178	226	44

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

2022-23	2021-22	2020-21	2019-20	2018-19
406	246	190	238	53

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 1.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response: 0**

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

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

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

**5.3.2**

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

**Response: 6.4**

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	5	7	8

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

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

Tapasya Degree College has a registered Alumni Association which was registered in the year 2018. Its purpose is to create a network of Tapasya students, contributing to personal and career development of current and passed out students in addition to taking an active part in the developmental initiatives of the institution. The alumnae provide intellectual support to the students. All the outgoing students are encouraged to take membership in the Association . At least one Alumnae Meeting is convened per annum. There is a provision for collecting alumnae feedback in the registration form. The alumnae interact through online platform and stay connected. The alumnae render their cooperation to their alma mater by interacting and motivating the current students. They extend their services by addressing the students during awareness programs and willingly come forward to impart job-oriented skills to them.

The institution has an Alumni Committee and it enlighten the students about the current industry trends and help them in getting clarity about their intended career paths.

**Advantages**

By maintaining Alumni association in colleges, we foster a strong bond between the institution and the graduates.

- 1.It develops social networking among the members of Tapasya for better future.
- 2.It create a platform for enhancement of academic and research activities for betterment of the Student community by Orientation , Seminars etc.
- 3.Alumni often indulge in fundraising activities for the college thereby providing financial support.
- 4.Students develop their good cause and transform the society in a better way to be a part soul mission-our club activity
- 5.To act as a liaison between Tapasya and State/ other Organizations. It build meaningful relationship with students. Alumni is important for the strategic growth and advancement of higher education program.
- 6.Recognize the outstanding contributions of the Alumni with Awards or felicitations. This will motivate others to be motivated and stay involved in the activities of the college.

**Contribution of Alumni-**

- 1.Tapasya alumnae have conducted plant distribution activities in the college as measures for environmental protection. Awareness was among the students to create better future and greenery earth
- 2.They participate in Annadanam (Food donation) programs organized by college at the time of Ganash Nimarjan (Immersion). It creates a good initiative towards society and the need to feed the poor.
3. Every department invites feedback from the alumnae which helps in evaluation of teaching learning process and improving support services. Four of the teachers rendering service in the college now are its former students.
4. A considerable number of Tapasya alumnae have completed their post graduation in various disciplines and are serving the community in various cadres. Their concern for the development and advancement of their alma mater is beyond measure.
- 5.Alumni students are always connected with college and they help and provide the support towards better library facilities like donating books, journals, articles etc.

6. Alumni play a vital role in developing good communication skills and business skills by providing Seminars and Orientation Sessions with the real time experience.

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

Tapasya has governance structure with board of members and executive board to implement its vision, mission and goals enunciated in the strategic planning and development. The organogram below explains the executive structure of organisation, that support the board of governance.

The responsibilities of various positions : Chairman, Director, Deputy director , Deputy General Manager , Principal and Operational head are articulated below.

**Chairman** : Provides strategic leadership and direction to the educational institution.

**Director** : Contributes to the design and development of educational programs in the curriculum. Provides guidance and support to Employees to enhance operation of things and learning.

**Deputy Director** : Assists in the development and evaluation of educational programs and curricula. Contributes to efforts aimed at enhancing the quality of academic offerings.

**Deputy General Manager** : Focus on providing effective leadership, monitoring operational efficiency, and contributes to the overall success and reputation of the college as a whole.

**Principal** : Supports and evaluates teachers to enhance teaching effectiveness. Promote innovative teaching methods and educational technologies. Principal monitors all the Functional Committees of the college. He is responsible for the overall development of the students keeping the institute as the larger perspective.

**Operations Head** : Contributes to the development of the organization's overall strategic goals and plans. Aligns operational strategies with the broader business objectives.

**Administration Head** : Manage administrative functions at college and supervise day-to-day support activities, coordinate clerical tasks, and lead teams of administrative officers.

**IQAC** : Internal Quality Assurance Cell ensures quality enhancement and sustenance. It ensures the efficiency and effectiveness of measures taken/methods used to provide high quality education and evaluate the degree to which each task is fulfilled. IQAC plays a vital role in recording and maintaining the filing system ensuring the academic and administration performance.

**Supportive committees** At Tapasya, the coordinators of the Functional Committees Review the

academic and non-academic activities of the students periodically. Discuss problems concerned with curriculum and syllabus, conduct of classes and non-academic issues concerned with students. Conduct meetings per semester. Represent concerns of the student body at meetings. Monitors Grievance and governs Mentoring cell by conducting meetings with students.

In guiding the short and long term goals of Tapasya degree college, the vision and mission (as below) are helpful therefore formulated after a through discussions with the stakeholders.

### **Vision**

“To develop management leaders and entrepreneurs to meet the world’s challenges.”

### **Mission**

“To inculcate values and develop business spirit among the young aspirants to transform them into business leaders”.

### **Core Values:**

- Focus on student and stakeholder needs
- Academic Excellence through Knowledge and Value Based Education
- Value and Outcome Based Education
- Transformational Learning and Holistic Development
- Initiatives in support of mission and vision of college
- Recognize, appreciate, and celebrate the strength of diversity

## **6.2 Strategy Development and Deployment**

### **6.2.1**

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

#### **Response:**

The student’s progress toward technical and social excellence is achieved with well-established systems and processes. The institute has developed strategic and prospective plans to ensure quality in teaching and learning, promote outcome-based education and implement various standard resourcefulness.

**One of the best strategies executed for effective quality of education is given below. Establishment of an Internal Quality Assurance Cell (IQAC)**

Tapasya Degree College (KCDC) was established in the academic year 1998-99 with the aim of imparting quality education with values and achieving progress in various performance parameters. The

institute included the establishment of IQAC as one of the goals in Strategic Plan 2015-20 of the Institution. IQAC was inaugurated as per the norms laid down by the NAAC and UGC. Regular IQAC meetings were conducted, various actions were initiated, and successfully implemented numerous quality initiatives across the institution.

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

1. Established various non-statutory committees/cells, reviewed their functioning of them, and took corrective actions wherever required.
2. Developed a process to capture feedback on facilities from the students. The gathered data is analyzed, and corrective actions are taken, wherever required to keep the infrastructure updated to meet the changing needs of the job market.
3. Development of Prospective and strategic plans to achieve the Vision and Mission of the Institution.
4. Various audits such as Energy Audit, Environmental Audits and Green Audits have been conducted regularly to keep both campuses environment friendly.

The Governing Body (GB) is an authoritative body that reviews various plans of the institution and makes decisions. The decisions of the Governing body are implemented by the head of the institution with the support of other employees. The Vice-Principal and the Administrative Officer (AO) aid in exercising the power. Different Committees, HODs and Office Staff assist in executing the policies for the betterment of college functioning.

#### **Governing Body Functions:**

In order to achieve pre-determined goals, the GB directs the college employees to reach them. It frames, adopts and approve principles and policies. Approves the annual financial budget and recommends recruitment of Staff on Temporary / Contract / Permanent bases.

#### **Department Academic Committee Functions:**

It prepares a comprehensive developmental plan for the college. Encourages academic collaborations. Use of technology in teaching and learning. Promotes research activities among staff and students.

#### **Service Rules and Regulations:**

At the time of recruitment and promotion, the specified rules and regulations of the Government of Andhra Pradesh and protocols prescribed by the UGC, State Government and Commissioner of Collegiate.

#### **Grievance Redressal Mechanism:**

The Vice-Principal of the college, Grievances Committee head caters to the issues related to Teaching and Non-Teaching Staff. Student Grievances are intersectional through class Representative or IQAC or complaint box and preparation by the intervention conveyed by the Grievance Committee in an appropriate manner.

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

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

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

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

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

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

**Response:**

The Institution provides several welfare measures for teaching and non-teaching staff. Various monetary, non-monetary measures towards personal and professional growth are being followed to the satisfaction of the employees.

**Existing Welfare Measures for Teaching and Non-Teaching Staff**

- All the staff is given two pairs of uniform every year.
- Medical leave facility available.
- 12 casual leaves and three one hour permissions are granted.
- Interest free loans to staff.
- Three months maternity leave for staff.
- Employee state insurance card is provided to the teaching and non teaching staff below the last grade scale.
- Employees provident fund is provided to the staff below the last grade scale.
- Staff recreation activities

- Picnic for Teaching & Non-Teaching staff.
- Teachers day celebrations.
- Celebrating Diwali festivals and distributing of sweets & gifts.
- Celebration of Women's day with delicious lunch and gifts.

### **Pathway For Employees' Growth & Development**

- Incentives for Research publications.
- Sponsorship and On-Duty facility for attending conferences / Seminars / Workshops / Refresher Courses / FDP's etc.
- Regular conduct of Orientation Program / Faculty Development / Professional Development Program.
- Awareness program for Non-teaching staff.
- 24-hours power back-up to support uninterrupted work.
- The staff rooms and office rooms are spacious & well-ventilated. Air conditioners and laptops, desktops and printers for professional growth are also provided.
- There is a common dining hall with RO drinking water facility for the employees.

### **Performance Appraisal System:**

A good performance appraisal system helps for the improvement of the overall performance of teams and individuals for ensuring the achievement of the overall organizational mission and vision.

TDC conducts appraisals to have a systematic evaluation of employee performance. This performance appraisal is an annual review of employees to assess their job performance and contribution to the organization that helps in evaluating and identifying skills, growth, achievements, and shortcomings of an employee.

This method is a systematic assessment where faculty is rated on a scale of 100 points. At the end of each academic year, the data about the above categories are collected from each faculty member.

TDC uses appraisals to provide general feedback and as a communication bridge between employees and the organization.

### **Institutions Performance Appraisal System for non-teaching staff:**

HODs will submit an annual confidential report on the performance of non-teaching staff considering the following parameters:

- Punctuality
- Discipline
- Performance in the assigned work Improvement of qualification
- Improvement of working skills Learning new tools and procedures
- Working extra time whenever work demands

- Maintaining the related files in a systematic manner

### 6.3.2

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

### 6.3.3

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

**Response:** 13.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	10	12	08

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

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

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The main aim of optimal utilization of resources is to put the institution on bench mark in tune with quality teaching and unique growth of students. The internal resource generation is coming in the form of Academic Receipts (College fee). The College has its own limitation to increase the college fee and other service charges on the students. All the major financial decisions are taken by the Institute's Governing Body (GB).

#### Optimum utilization of funds

Adequate funds are utilized for effective teaching-learning practices that include Orientation Programmes, Workshops, Inter-disciplinary activities, training programmes, Refresher Courses that ensure quality education. The funds are utilized to meet day to day operational and administrative

expenses and maintenance of fixed assets. Enhancement of library facilities needs to augment learning practices and accordingly requisite funds are utilized every year. The college calls for quotation for augmentation. Adequate funds are utilized for development and maintenance of college infrastructure. Some funds are utilized for social service activities as a part of social responsibility through soul mission. The payment is released after delivery of the respective goods. It is done as per the terms and conditions mentioned in Purchase order. All transactions have transparency through bills and vouchers. The bill payments are passed after testing & verification of items. Only authorized persons operate the transaction through bank. The Financial audit (Internal) is conducted by chartered accountant every quarterly and the report is given by the Auditor. The External audit is conducted during the end of every financial year and report is given by the Auditor. Transparency and accountability is ensured by conducting an annual audit of the financial statement.

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

Internal Quality Assurance Cell (IQAC) ensures the effective implementation of quality initiatives through continuous reviews and periodic meetings. The IQAC works to attain excellence in all the academic activities including bringing continuous improvement in the teaching-learning processes.

Tapasya degree college has institutionalized the following quality initiatives proposed by IQAC, in the last 5 years (2018-19 to 2022-23).

#### Quality Governance culture

1. Roles and responsibilities of IQAC are discussed with Management, faculty and staff
2. Wide publicity of efforts of IQAC is done in institution (web portal, banners and notice boards)
3. Eminent quality experts are invited to address the faculties and staff on the expectations of quality Accreditation institutions (NAAC) from educational institutions.
4. Stakeholders Feedback surveys are organised every year and the actions are taken based on their feedback
5. Green Initiatives – taken at college. Green Audit certificate obtained.
6. Water conservation initiatives taken up (RO water plant is also established)
7. Grievance redressal cell activities are monitored and strengthened over a period of 5 years.
8. Introduced Academic and Administrative Audit (AAA) in all departments
9. ISO certification for institution is proposed and obtained
10. Orientation of faculty students and staff on Quality standards as per NAAC.
11. Orientation on NAAC as provided to all the students every year.
12. Student mentoring system is strengthened further.

13. Various student supportive cells (statutory and voluntary) are formed and working effectively now.
14. Workshops organized for Faculty and Staff on -Quality Assurance and NAAC Accreditation
15. Seminars organized for Students on -**Quality Assurance and NAAC Accreditation**
16. Seminars organised for Students on Value added courses / Add on Courses (Skill building of students)
17. One Workshops is organised on **New Education Policy (NEP) – Outcome Based Education**
18. One Workshop is organised on **Quality Education -Role of IQAC**

### **Infrastructure development**

1. Classrooms are made ICT enabled
2. Computer lab facility is modernised
3. Library is updated with additional reference books and Journals.
4. Furniture and office equipment for library (improved)

### **Student Skill Development**

1. Curriculum delivery system strengthened by introducing experiential learning participative learning and problem-solving methods in teaching-learning.
2. Encouraged the commerce and management departments in college to launch Add on courses for the benefit of students
3. Student mentoring system is introduced and strengthened
4. Student Clubs are encouraged by faculty members to improve their participation and enhance their hidden abilities
5. Student Satisfaction Survey (SSS) is organised every semester and actions are taken by college – same uploaded on web portal.
6. Student Supportive Committees / Cells have been formed and strengthened
7. Campus Recruitment Training (CRT) Programs are suggested and implemented throughout the academic year.
8. Training and Placement Office (TPO) is encouraged to discuss with Faculty members to plan CRT Classes to make students job ready

### **Faculty Development Program**

1. Faculty and Staff are oriented on Online teaching methods and ICT tools
2. Capacity Building Programmes are organised for support staff
3. Workshops are organised on Research Methodology and IPR
4. Faculty are encouraged to undertake research and publish in reputed journals
5. Series of Faculty Development Programs (FDPs) are planned in the forthcoming years

### **Employee Service Rules**

1. Faculty performance appraisal system is discussed with HR department same is in process of implementation
2. Introduced of Bio-metric system for faculty and staff
3. Outbound Training Programmes for students are proposed and organized

**Outreach and Extension Activities-Students**

1. Awareness on Green Plantation( Haritha Haram) is organized.
2. Cultural activities are planned for students and faculty every semester and executed.
3. Social Outreach Programmes through IQAC are planned and organized.

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

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

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

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Tapasya Degree College provides a supportive environment, striving towards gender equity and sensitization by creating awareness through programmes events and sessions. This institution's commitment towards equality and women empowerment according to the "National policy for women 2016".

At Tapasya, all students are given fair treatment & equal opportunities regardless of gender.

Tapasya aims to promoting gender equity in all spheres of education to address and break the systemic barriers that have marginalized our society since ages.

By creating policies and initiatives, we propose to cultivate a more diverse, motivating and supportive set of students, who will thereby partake in the building of a stronger nation.

#### **Curricular initiatives**

At curricular level too, a course on gender sensitization was introduced by the affiliating university (Osmania University) in UG I semester as an ability enhancement compulsory course from 2016-2017. However, the course was discontinued by the university from 2019-2020. As such, a mandatory course titled: Human values and gender sensitization, is offered to all the 1st year undergraduate students.

#### **Measures to ensure safety and security**

To ensure the physical and emotional safety and security of the women staff and the girl students, the following measures are initiated to ensure safety and security :

- All students and faculty members are checked for their ID-Cards before entering campus.
- CCTV cameras are installed strategically and prominently in all classrooms and every corridor in every floor.
- Separate hostel facilities for female students.
- Round the clock presence of floor incharges are monitoring in the campus.
- Counselling rooms have been provided by the college on personal and career issues. Providing sessions for girls to address emotional abuse, psychological issues including healthy relationships and gender parity.
- Common rooms are facilitated by the campus with basic amenities for the student who are not

well ,the students and teachers can take rest when they feel sick.

- Equal opportunities are given with respect to academic programs, extra curricular activities & entrepreneurship activities.
- College provides special room for the lactating mothers to come for writing exams during the Osmania University examinations.
- First aid kits also provided for the students who came to our college to write the Osmania University examinations.
- Fire extinguishers are installed in the campus to ensure safety.
  
- On International women’s day (March 8) the institution has conducted 5km run, which was co-ordinated and executed by SHE teams of Telangana 2023.Participants include students and staff.
- Programs & workshops relating to gender issues are regularly conducted to bring about the feeling of gender equality.

Our institution continuously interact and conversate with students of different genders to build healthy relationships.

Tapasya maintains Gender Equity in colleges to build a balance between genders and foster mutual respect for each other.

### 7.1.2

#### The Institution has facilities and initiatives for

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

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

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

### 7.1.3

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

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

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

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

#### **7.1.4**

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

**Response:**

Tapasya Degree College strives to fulfil its vision of empowering youth by providing quality education, in order to make them competent, self-reliant and responsible society builders, professionals and citizens. In the course of this journey, it has to ensure that its students are aware of their rights and duties; that they have the right values and ethics; and that they are aware of their culture and heritage.

#### **Diversity and inclusion**

**Diversity** refers to political beliefs, race, culture, sexual orientation, religion, class, and/or gender identity differences. In the workplace, diversity means your staff consists of individuals who bring new perspectives and backgrounds to the table.

**Inclusion** means that everyone in the diverse mix feels involved, valued, respected, treated fairly, and embedded in your culture. Empowering all employees and recognizing their special talents is part of creating an inclusive company.

Both aspects of diversity and inclusions are important?diversity without inclusion can result in a toxic culture, and inclusion without diversity can make a company stagnant and uncreative. Companies are starting to focus more on diversity, but many disregard the inclusion piece of the puzzle.

### **Institutional efforts/ initiatives for providing an inclusive environment**

Tapasya is proactive in taking steps to provide inclusive environment.

#### **Cultural diversity**

Soon after admissions, the class in-charges compile student profiles to clearly map their socio economic, regional and cultural diversities and distinctiveness for appropriately evolving strategies to address diverse student needs. Mentoring and personal counselling services ensure that the students receive socio psychological guidance apart from academic guidance for their holistic development.

#### **Regional Diversity**

The institution organized various programmes to mark significant days like Telangana Formation Day on 2nd June and celebrated the regional festivals like Bathukamma and Bonalu.

#### **Linguistic Diversity**

In order to encourage respect for Telugu, the regional language of the state, as well as, other languages, the institution observed Language days like Telugu Bhasha Dinotsavam, Telangana Bhasha Dinotsavam, Hindi Diwas, English Day.

#### **Communal Harmony**

Various programmes like Iftar Party (Ramzan), Ganesh Chaturthi, Christmas day etc. are conducted to foster the spirit of communal harmony among staff and students.

**National Festivals** Independence Day and Republic Day are celebrated every year with solemnity and fervor to instill patriotism among students.

**Days that promote environmental consciousness** The institution makes it a point to conduct programmes that promote environmental consciousness like Vanamahotsavam, or the festival of planting trees etc.

**Events that promote health and well-being** International Yoga Day is celebrated every year with the full participation of Principal, staff and students. And here students as well as staff donate blood to help thalassemia patients.

**Special Days for empowerment of the Vulnerable** The institution educates the students about the value of women through international women's day.

**Other important events** The institution conducts Fresher's Day, Farewell Party every year, to inculcate a sense of belonging among the students and make them feel that they are a part of a large family-TAPASYA FAMILY.

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE – 1**

##### **1. Title of the Practice: STUDENT CLUB ACTIVITIES**

Clubs are created to appreciate Art & Culture among students thereby fostering their creative and cultural development. The clubs serve as platforms for students to explore their interests, collaborate with peers and develop leadership qualities contributing significantly to their overall development. TAPASYA college has Six Clubs. (Samskruti, Eco-Warriors, Business Creators, Soul Mission, Conquerors, Media Savvy.)

##### **2. Objectives of the Practice**

The main objective of this Practice is to improve and retain the enthusiasm, learning skills and creativity of the students so that they can contribute to the nation. Each club is a platform to identify potential, sharpen the skills, and set the foundation pursue the student future endeavors.

##### **3. The Context**

- According to the Best Colleges survey conducted from 2021 till date, 9 out of 10 college students are reported to have experienced negative mental health impacts due to COVID-19-related circumstances. Some of these factors include struggles with isolation, anxiety, and lack of focus.
- Seventy-eight percent of households with High school or College students report educational disruptions from COVID-19

In this regard, there is a need to train students overcome these negative vibes and help their focus on studies minimize their educational disruptions and decrease anxiety to bring their creative skill. Hence Tapasya Clubs are designed to address all these issues. All the six clubs are designed in such a way that the student develops Art and Culture through SAMSKRUTHI CLUB, competitions and tournaments to improve their physical body through CONQUERORS CLUB they learn to serve children, seniors, underserved populations etc through SOUL MISSION CLUB, there stay connected with nature through ECO WARRIORS CLUB, they also learn marketing & Entrepreneurship qualities through BUSINESS CREATORS CLUB.

#### 4. The Practice

- Each club has Faculty coordinators who supervise the clubs.
- Student coordinators organize the club activities by preparing posters, designing

banners, preparing script for hosting and preparing the digital content.

- Disciplinary team make announcements in the classes, collects names of the
- 
- Anchoring team prepares agenda of the CLUB activity, and hosts the activity.

The clubs are conducted on weekly basis. The students have to participate minimum in two club activities every month.

#### 5. Evidence of Success

Students who participated in the club activities feel a boost in their confidence and

witness minimized stage fear. We also have seen improvement of three skills (3'Cs)- Communication, Co-Ordination, Co-Operation that are required to upskill the present generations. We have seen good placements of students who were active in club activities.

#### 6. Problems Encountered and Resources Required

All the students are not involving all the club activities due to some limitations such as club policies, rules, time constraints. However institution believes that the “Healthy body makes Healthy brain” –to minimize the addiction of cell phones maintain good health, students can be encouraged with sports and intercollege competition by implementing “THE CONQUERORS CLUB”.

#### BEST PRACTICE – 2

##### 1. Title of the Practice : STUDENTS MENTORING SYSTEM

##### 1. Objectives of the Practice

The main objective of this Practice is enhancing the academic & personal development of the students under the able guidance of the mentor.

##### 2. The Context

Presently the students whom we are facing have undergone COVID lockdown period which brought them closer to electronic gadgets and kept them far from social life. According to survey The lockdown experience scale for students (LESS) by BMC Medical Education Published: 03 November 2023. The adverse effects of lockdown on students resulted in reduced student narrative skills, physical fitness, memory retention rate, level of patience, listening skills and specially class etiquettes.

### 3.The Practice

In the beginning of the academic year the principal of the college allots a group of students to each mentor. Since then, Mentors start following the activities of the students and provide proper guidance where ever required.

- The mentor counsels the students weekly and in extreme cases second level of counseling under the presence of principal is done. And same is informed to parents through a proper channel.
- The students are encouraged to take active part in Tapasya Club Activities. At Tapasya degree college, LKPL the students are awarded with certificates for their academic excellence as well as for their excellent participation in various Club Activities. Mentors will ensure that every student takes part in minimum three clubs.
- The new batches who enter the college are specially monitored. Anti ragging team will be observes the blind spots of CC Cameras and ensures smooth functioning of the classes.
- The mentor after academic assessing if finds the student is lagging in any subject will try to arrange special classes after consulting with respective subject faculty and supports the student in understanding the subject.

### 4.Evidence of Success

- As the student are under the guidance of Mentors, they showed improvement in academics and in behavioral changes. Few students can be seen with overall improvement which can be witnessed after PTA meeting.
- Parents are very much happy of student mentoring system.

### 5. Problems Encountered and Resources Required

During the initial classes students often are not cooperative, as they come from different backgrounds, and a few students would be arrogant and show full attitude , that becomes difficult for a mentor to guide and nurture them. The situation will be there till they understand the system. Unnecessarily, they get into arguments with the faculty and staff. After a few counselling/ meeting sessions with the Mentor, some change can be seen gradually . Students start sharing their problems and difficulties.

## 7.3 Institutional Distinctiveness

### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

Corporate Requirement training(CRT) at Tapasya Degree College is distinctive practice that gives students the insights and strategies to visualize the opportunities of the job and their requirements in the corporate space. The corporate requirement training ensures to provide the best candidates from Tapasya. Recruiting training programmers are designed in such way which to suit in the industry trends and

technology advancements which are constantly advancing. 'How to crack an interview and get a job

The rigorous training programme is meticulously and implemented by senior faculty members who possess a meritorious record in their respective knowledge areas. CRT is an intense placement-oriented drill. Intense training on technical and core knowledge of all streams are provided. Aptitude training program are conducted to assess and enhance the candidates problem solving capability. Analytical, logical reasoning test are group discussion and conducted to improve their abilities. Exclusive training is provided to boost up the confidence.

The students need to master these skills in order to sustain the corporate world . consistency in learning and constantly reminding oneself that how and what role these skills play to their sustainability in corporate space it needs. The corporate is a multi- world which need excellence in all most everything you do.

### **Familiarizing of students on the Corporate Recruitment Process**

The students need to know the definite stages of the recruitment. Which give the sense of understanding how the process takes place. The commotion of understanding the interview will be eased, when the student is preached about the stages which they are about to undergo.

- **Define the recruiting requirements** this helps in comprehending what the company is exactly looking for in candidates.
- **Plan your recruitment approach** here for the students are given the placements in which they can easily appear for the interviews, the companies which are integrated with the Tapasya.
- **Evaluate and select the best applicants-** the Tapasya aims to provide the best candidates, which will definitive become the spot for excellence and it actually become easy for the recruiters to pick the best personnel for their company.
- **Have interviews** this is the crucial pursuit; the candidates are mainly trained for. The students must be able to go along the interview with ease and crack a job like a piece of cake with the cherry on top.
- **Consider and present an offer** the process of picking of the best begins, the Tapasya trainers will train the candidates to be the definite individuals.
- **Orient the new hire** in at the final stage of the recruitment the selected candidates will announced. That's obviously depends upon the performance of the student. However, the trainers treat the students as equals. And there be NO politics be involved.

### **Preparation of Resume**

The resume includes the whole history of the individual. The resume lets the companies and recruiters know about the qualifications and candidate. Who they are and what sets they apart. The students need a CV that makes them to stand out in a crowded pool of candidates in a competitive employment market. A polished, strategically focused resume's main goal is to land students an interview.

### **Dress Ethics**

The corporate is full its own disciplines, which includes dress Ethics. The professional of the corporate must represent themselves without the requirement of introduction or any mention that they are from the corporate space. In the corporate, the candidates are being rejects mostly due to the lack of knowledge on how to dress and presents themselves in around corporate delegates, not only that it makes the individual to feel and look confident about themselves. Who does not like to look smart? So, it becomes an essential in training to emphasis on the dress ethics of the corporate.

### **Outcomes Expected ( from Corporate Recruitment Training)**

Following are the advantages are expected from the campus recruitment training.

**1.Solid Industry Connections :** Emphasize the college's extensive network and connections to important companies. Mention collaborations, partnerships, and internship possibilities with reputable businesses. Stress how these linkages help students by giving them exposure to the actual world.

**2.Personalised Career Guidance :** Talk about the training for individualized career advice and guidance. Describe how students receive individualized coaching, attend seminars to construct their resumes, and prepare for interviews to improve their chances of landing placement.

**3.Programmes for skill enhancement :** Describe the distinctive skill-development programmes offered by the college. Mention particular workshops, certification programmes, or courses that are created to meet the demands of both academia and industry. Describe how these programmes help graduates stand out to employers.

**4.Possibilities for internships :** Describe the various internship options that are accessible to students. Mention any partnerships you've had with businesses to do paid internships, research projects, or co-op initiatives. Showcase the positive impact these experiences have on students' resumes.

**5.Soft Skill Development :** Discuss programmes designed to help pupils improve their interpersonal, cooperative, and problem-solving capabilities. Give information on any seminars, workshops, or extracurricular activities that concentrate on these abilities.

**6.Simulated Interviews and Mock Tests:** Talk about the practice tests and simulated interviews offered by the university. Point out how they help students develop their confidence and readiness for genuine interviews and exams by simulating real-world

**7.Records of Job Placements:** Provide specific information on graduate hiring patterns, typical earnings, and job placement rates. To demonstrate Tapasya's success in placing students, use data and graphs.

**8.Testimonials :** Include quotes from happy students who have benefited from the placement programmes at the university. Real-world examples can give your presentation more authority.

### **Training Students on following Skills**

- Communication Skills

- Leadership Skills
- Creativity
- Risk Management
- Research
- Critical Thinking
- Decision Making
- Emotional Intelligence
- Active Listening
- Negotiation
- Problem Solving
- Project Management
- Intrapersonal communication

### **Outcome from CRT**

With sheer best efforts through **Corporate Recruitment Training** , the college could get many students placed in the companies, that include:

1. Bank of America
2. SBI Life
3. ICICI Prudentials
4. Factset
5. Wells Fargo
6. Amazon
7. Genpact

## 5. CONCLUSION

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### **Additional Information :**

Tapasya Degree College (TDC) aims to create a policy of quality assurance to address, monitor and evaluate the academics offered to the students. Thus, promoting effective teaching practices for the benefit of students and making the college a preferred place for effective learning and building a bright career. The institute implements distinctive practices, successful student engagement for holistic development, research and development, and societal consciousness.

The institution enjoys very good market reputation for its significant contribution to the field of education. The Institution has also been conferred permanent affiliation status by the affiliating university.

### **Concluding Remarks :**

True to the Vision & Mission of the college, Tapasya stands tall in accomplishing the dreams of the aspiring management leaders & entrepreneurs and assists them meet the challenges of the world. It plays a pivotal role in transforming the novice students into responsible graduates empowering them with the strategies & skills required to be top-notch.

To achieve excellence, institutions must overcome detrimental forces and instead, harness driving forces such as embracing change, investing in resources, faculty development, student engagement, effective assessment, industry connections, and efficient governance. Tapasya Degree College with a sense of pride ,has been prioritizing all these elements in its journey towards excellence.

By fostering a culture of innovation and continuous improvement any institution can create a transformative learning experience to its students. Tapasya has left no stone unturned when it comes to preparing its students face these challenges to excel in an everchanging world. The institute has been continuously upgrading its facilities and infra structure in response to the changing pedagogic strategies to achieve the teaching goals and promote learning.

The exercise of preparing for accreditation by NAAC has brought about a sense of ownership among all the staff and stakeholders in the institute under the guidance of IQAC.

In conclusion, the college is proud to be at the forefront in preparing the next generation of business leaders, future innovators and global citizens.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :25</p> <p>Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1510</td> <td>1383</td> <td>939</td> <td>785</td> <td>663</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1476</td> <td>1383</td> <td>939</td> <td>785</td> <td>663</td> </tr> </tbody> </table> <p>Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1510	1383	939	785	663	2022-23	2021-22	2020-21	2019-20	2018-19	1476	1383	939	785	663
2022-23	2021-22	2020-21	2019-20	2018-19																	
1510	1383	939	785	663																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1476	1383	939	785	663																	
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : As per the data and supporting documents provide by HEI, based on that DVV input is recommended.</p>																				
2.1.2	<p><b><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></b></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during</p>																				

**last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
307	330	330	91	130

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
182	156	174	75	91

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
450	330	330	145	150

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
450	330	330	145	150

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

**2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)****2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	20	19	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	20	18	16

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	06	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	06	10	10

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	3	2	6	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	2	6	5

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

0	1	0	0	0
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Remark : As per the data and supporting documents provided by HEI, based on that with out ISBN no. the claim could not be considered so DVV input is recommended accordingly.

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

Answer before DVV Verification :

Answer After DVV Verification :15

Remark : As per the data and supporting documents provide by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
247.10	164.49	94.45	86.06	20.77

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
69	34.30	1.19	21.21	3.51

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the data and supporting documents provide by HEI, based on that DVV input is recommended.

5.2.1 ***Percentage of placement of outgoing students and students progressing to higher education***

**during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
367	194	178	226	64

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
367	194	178	226	44

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
480	277	278	270	72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
406	246	190	238	53

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	9	0	8	9

Answer After DVV Verification :

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

Remark : As per the revised data and supporting documents provided by HEI, based on that intercollege certificates could not be considered so DVV input is recommended accordingly.

5.3.2	<p><b>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</b></p> <p><b>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>32</td> <td>20</td> <td>38</td> <td>41</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>5</td> <td>7</td> <td>8</td> </tr> </tbody> </table> <p>Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	33	32	20	38	41	2022-23	2021-22	2020-21	2019-20	2018-19	6	6	5	7	8
2022-23	2021-22	2020-21	2019-20	2018-19																	
33	32	20	38	41																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	6	5	7	8																	
6.2.2	<p><b><i>Institution implements e-governance in its operations</i></b></p> <ol style="list-style-type: none"> <li><b>1. Administration</b></li> <li><b>2. Finance and Accounts</b></li> <li><b>3. Student Admission and Support</b></li> <li><b>4. Examination</b></li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: C. 2 of the above</p> <p>Remark : As per the data and supporting documents provide by HEI, based on that DVV input is recommended.</p>																				
6.3.2	<p><b>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b></p> <p><b>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1655 1046 1789"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>73</td> <td>61</td> <td>49</td> <td>40</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1868 1046 2002"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per the data and supporting documents provide by HEI, based on that DVV input is</p>	2022-23	2021-22	2020-21	2019-20	2018-19	73	61	49	40	30	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
73	61	49	40	30																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
00	00	00	00	00																	

recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
81	70	55	45	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	10	12	08

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	16	14	10	7

Answer After DVV Verification :

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

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the supporting documents provide by HEI, based on that DVV input is recommended.

7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li>1. <b>Alternate sources of energy and energy conservation measures</b></li> <li>2. <b>Management of the various types of degradable and nondegradable waste</b></li> <li>3. <b>Water conservation</b></li> <li>4. <b>Green campus initiatives</b></li> <li>5. <b>Disabled-friendly, barrier free environment</b></li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above          Answer After DVV Verification: C. 2 of the above          Remark : As per the supporting documents provide by HEI, based on that DVV input is recommended.</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit / Environment audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Clean and green campus initiatives</b></li> <li>4. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 3 of the above          Remark : As per the supporting documents provide by HEI, based on that DVV input is recommended.</p>

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 75            Answer after DVV Verification : 83</p>