SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AVANTHI DEGREE AND PG COLLEGE

BARKATHPURA BUS DEPOT LANE, BARKATHPURA
500027
www.avanthicollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The institution was established in the year 1992 under the leadership of Sri. M. Srinivasa Rao, the founder and the chairman of Avanthi Group of Institutions. The seed was sown for an educational institution affiliated to Osmania University at the undergraduate level. The establishment batch had 9 students. Mounting from strength to strength and by the year 2019, the institution has made up a success story by boarding on a journey by offering programs in various disciplines at the undergraduate level where around 3000 students are enrolled every year. Along with growth in UG programs, the college improved its educational chase by launching two post graduate programs. Avanthi scales today by imparting quality education that is complete of inventive teaching and learning techniques, events and activities, community service being few of the strengths that enable the institution to grow substantially.

Running in the heart of the city, the institution has various programs across B.Com, B.Sc and M.Sc. The college functions under the guidance of Osmania University promoting an educational system that is value and skill-based. It has several support systems in place—the statutory bodies, committees and cells that promote education blended with the global demands. Its strong network enhances stakeholder relationship by liaising with industry, academics and research institutes. With the existing credibility, and sustained efforts for quality improvement, the institution strives hard to seek assessment and accreditation through NAAC.

Vision

Avanthi has a bright vision for a broader prospect that the educational systems should not only focus on imparting quality education but also should give importance to equip the students with knowledge, leadership qualities, moral values, personality development and other skills to face the present day challenges. The vision can be achieved with the real commitment, involvement and dedication. With the goals set, monitored well and executed in a time bound process with utmost care fulfills the vision.

Mission

Our mission is to sustain contents and creativity besides stimulating proximity and participation. We feel it to be fundamental to wake up the young students to the hard realities of life and the highly competitive scenario which is fast emerging and limiting the opportunities. We wish to guide them to gain supremacy in a stiff and highly competitive environment. We train them to acquire the skills needed for precise planning, positive placement and prompt pro activity.

- To cater to the academic needs and also instill values, morals and a code of conduct that enables the students to gain an appealing and full-bodied personality.
- To execute the curriculum of CBCS system that imparts knowledge to have an edge in the domain discipline, while providing an ambit for practical exposure.
- To facilitate learning beyond the classroom while instituting various cells, clubs and committees and anchoring the activities that Strengthens the quality of institution.
- To bridge the gap between academics and industry, and also foster preparedness for innovation and

creativity.

- To build a strong network through its student council and alumni network by leveraging the growth of the institution through their participation fostering cross-sectional and bottom top approach of governance.
- To sustain contents and creativity besides stimulating proximity and participation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institution has situational advantage--located in the heart of the city, and caters education to 3,000 students each year in UG and PG programs.
- Full-fledged admissions into Commerce, Physical Sciences programs, and Life sciences offered by the institution at UG level because of the brand name **Avanthi**.
- Student-centric teaching methods employed with a view to instill empirical, mutual and inclusive learning atmosphere.
- Avanthi's Evaluation System is continuous, tough and transparent.
- Offers education to all segments of the society while promoting an independent and secular teaching.
- A robust and transparent mechanism of examination system catering to internal, university and other external and competitive examinations.
- State-of-art infrastructural services like ICT classes, CCTV surveillance, laboratories and library.
- A governance that is decentralized and participatory to strengthen and support the stakeholder relationship.
- Interdisciplinary and interdepartmental academic and non-academic activities that foster a culture of togetherness amongst students and staff.
- Hosting FDPs, workshops and conferences for staff enhancement, Guest Lectures and CRT programs from the academia (IIMs, Central and state University, reputed deemed universities) and the industry for students betterment.
- Institutionalizing best practices reflecting the vision and mission of the institution.
- Institute is well recognized for the enhancement of values & ethics, to impart self-discipline and have personal care on students.
- Institute is ranked 2nd in university sports and NSS activities, listed 8 times as top institute in India Today, 90% placements, 80% results, and full-fledged admissions.

Institutional Weakness

- Institution is not a Degree Awarding Body, so cannot frame its own curriculum, nor can introduce additional courses.
- Having an advantage of being located in the heart of the city, it also comes with the disadvantage of lack of space for playgrounds for sports within the campus.
- Great demand for Science & Commerce courses incapacitates the institution to admit all eligible students.

Institutional Opportunity

- Training for competitive examinations and conducting departmental workshops.
- Enhance the academic performance through IQAC.
- To secure outstanding grading through NAAC accreditation while continuously striving for sustaining and enhancing quality at all levels.
- To gain the status of autonomy.
- To introduce wider range of inter- disciplinary courses and acquire excellence in all.
- To initiate scholarships from non-govt. schemes.
- To motivate teachers towards Doctoral programs and research.
- To mobilize more number of students for socially relevant programs such as blood donation and societal awareness camps.

Institutional Challenge

- Improving language and communication skills, motivating students to have good technical exposure.
- Promoting culture and value based education.
- Managing students coming from varied culture backgrounds.
- Balancing the old Annual System and the new Choice Based Credit System, as the institute handles both.
- Creation of space within the college premises is a major challenge that the institute has to deal in urgency.
- Achieving results that commensurate with program and course outcomes.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution has been affiliated to Osmania University, Hyderabad. The design of the curriculum and its revision are periodically prepared by the university and followed by the college for effective curriculum delivery. It offers UG programs across various disciplines in Commerce, Management, Physical Sciences and Life Sciences providing 4 programmes in Commerce, 1 programs in Management, 3 programmes in Physical Sciences, 1 programmes in Life Sciences. At Post Graduate level it has 2 programmes in Science. The college prepares the **'Academic Year Calendar'** according to the almanac sent by the university that displays schedules of academic sessions: Unit Tests, Internal Exams, Parent Teacher Meetings, Exam Schedules and also other important dates relevant to the curriculum. Review meetings are held department-wise, in the beginning of each semester/year on the curricular aspects and implementation strategies to invite improvisation and effective program outcome. In accord with the skill enhancement courses prescribed by the university, courses such as Human values, Environmental Science, and Gender Sensitization have been introduced. Various subject expects from various fields are invited for special lectures in addition to special personality development programme for students and staff.

Teaching-learning and Evaluation

Admissions of students into different UG programs are processed based on merit, interview and counseling done by the **'Admissions Committee'** of the college. Admission process into PG programs is through OU-CET followed by counseling held by the university. The institution follows the guidelines of the University for

reservation Policy for the socially and economically backward sections, physically challenged students, sports persons, children of ex-servicemen, students from other states and foreign countries to provide education across all sections of society. The college facilitates effective learning by providing special learning assignments and add on courses to cater to the learning needs of the average and advanced learners. **'Prarambh'- The Investiture ceremony for first year students** introduces the culture of the college, the teaching sorority and various support systems to the new students, while providing orientation on the various realms that integrates academics with skill enhancement programs. Pioneering and student-centric teaching approaches enable students to participate in empirical Learning, Case Studies, Internships to promote critical thinking, creative and scientific skills.

The **Examination Cell** of the institution that holds the examination guidelines while conducting internal exams and also conducting other university, state and different other competitive exams. All communication to the students regarding academics and administration is through the college official email ids created for them.

Research, Innovations and Extension

Knowledge and innovation are crucial conditions for economic development and important engines of structural change across sectors. Keeping this in mind the institution has an incubation centre which provides a platform for the students to nurture their idea into viable business. The college scales through its numerous community development activities- the NSS units has balanced the education procedure to provide education while promoting social inventive skills. Our students have been ever-enthusiastic in sustaining the platform created for social responsibility through its participation in various camps.

The college has been conducting various career oriented programmes for betterment of the students. Personality development programme, Interpersonal relationship building and Team dynamics understanding are incorporated for development of soft skills. The placement cell provides coaching and training every week to improve skill of employability in various fields.

Infrastructure and Learning Resources

The institution always provides and enhance the infrastructure facilities for effective teaching and learning. The management of the college keeps in mind the infrastructure and development policies and plan to create the required and adequate infrastructural facilities when there is a need and demand. The institution has provided with

- Spacious class rooms
- Well furnished and fully equipped laboratories.
- Digital library

- Drinking water facilities
- Wi-Fi Connectivity
- Department library
- Vehicle Parking
- Canteen facilities
- Inverters to confidential rooms

The management Periodically discusses with principal and HODs for the needed infrastructural facilities and enhancement of infrastructure and also provides the required infrastructural facilities for effective teaching and learning.

Student Support and Progression

The institution provides necessary assistance and direction for better stakeholder bond with students to facilitate learning that is independent and holistic. For the same, it has in place several cells and committees that function as springboard for students to excel in academics, placements and research. **Student Grievance Cell, Anti-Ragging cell, Placement cell** are a few of the cells that enable a secure and favorable atmosphere in the college. To encourage learning among the meritorious economically backward students, the college provides concession to the deserving candidates.

The institution has an lively **Placement Cell** with one Placement officer, 2 Faculty placement Coordinators and Student Placement Coordinators to advance placement and internship programs. Placement, Aptitude and Soft Skills training is provided to registered students with a view to endow students face the drive confidently. The **Student Council** is the tone of the entire student community, they are participatory of every academic, extra-curricular & co-curricular activity which happens in the college as participants, promoters, organizers and volunteers. This council is responsible for planning and organizing various college events like **Prarambh** - investiture ceremony, **Umang** - Freshers Day, **Tarang** - Annual Day and National seminars like **Avishkar, Vishishta** and many more. Alumni Association is the planned and continued effort of the institution to establish and maintain mutual cooperation between an organization and its alumni

Governance, Leadership and Management

Looking at the vision & mission of the college, the institution deploys independent ways of management by indulging Eminent people from academia and industry, faculty and also student representatives, with a view to make decision making participatory and comprehensive. Regular open meetings with Heads of the Departments, Faculty, Student Council and Parents create a transparent and strong functioning. The college believes that devolution has a potential to improve quality of education and also monitor the learning outcomes. Keeping in view the educational and societal demands, and also suggestions from the **Internal Quality Assurance Cell,** The various cells, committees, clubs are instituted that endeavor collectively for an effective and smooth functioning of the institution. The administration is also smooth while indulging the committees

and cells through cross sectional communication and governance. The institution has a well-structured **'Performance Appraisal System'** with an intention to keep consistency and improvement for all academic, non-academic and administrative purpose. The college also supports part or in full the financial needs of staff members and extends the various benefit schemes and welfare measures. Welfare schemes like Provident Fund, Employees State Insurance, Free Education for in-house employees children etc. are in place.

Institutional Values and Best Practices

The institution gives highest priority to inculcate value-driven education, hence safety and security of students of both genders to feel free to pursue their educational interests is a priority. Many initiatives have been taken by the college to foster gender fairness and mutual respect. The college has a well-established practice of counseling to the students to explore their concerns in a

supportive and non-judgmental environment. The institution is indulged in many community development activities and has several green practices like **'Swachh Bharat', 'Blood Donation Camp'** and many more. Also, to make paper free office, most of the communication like, Question Banks, Assignments, Time-Tables, Feedback System are accessible through student e-mails.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AVANTHI DEGREE AND PG COLLEGE
Address	Barkathpura Bus Depot Lane, Barkathpura
City	Hyderabad
State	Telangana
Pin	500027
Website	www.avanthicollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K. Pochanna	040-66414455	7799765786	040-6678122 0	avanthicollegebkp @gmail.com
Associate Professor	Deepti Singh	040-66414448	9989236950	040-6681220	deeptisthakur24@g mail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	14-08-1992

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Telangana	Osmania University	View Document

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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	Barkathpura Bus Depot Lane, Barkathpura	Urban	0.4	6155.75

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2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	IPE	English	180	180
UG	BCom,Commerce	36	IPE	English	120	120
UG	BCom,Commerce	36	IPE	English	40	40
UG	BCom,Commerce	36	IPE	English	120	120
UG	BBA,Management	36	IPE	English	120	120
UG	BSc,Science	36	IPE	English	115	115
UG	BSc,Science	36	IPE	English	150	150
UG	BSc,Science	36	IPE	English	65	65
UG	BSc,Science	36	IPE	English	50	48
PG	MSc,Science	38	BSc	English	38	38
PG	MSc,Science	36	BSc	English	36	25

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7				49				68
Recruited	4	3	0	7	30	19	0	49	32	36	0	68
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				63
Recruited	44	19	0	63
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				16
Recruited	10	6	0	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	3	0	30	18	0	32	36	0	123
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	5	0	0	5

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	1954	71	0	0	2025
	Female	575	24	0	0	599
	Others	0	0	0	0	0
PG	Male	38	0	0	0	38
	Female	67	0	0	0	67
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	53	55	63	88
	Female	18	19	21	28
	Others	0	0	0	0
ST	Male	9	4	6	34
	Female	7	2	4	4
	Others	0	0	0	0
OBC	Male	430	495	415	470
	Female	96	133	85	68
	Others	0	0	0	0
General	Male	92	133	175	176
	Female	30	51	54	53
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		735	892	823	921

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 339

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	11	10	10	10

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2839	2870	2942	2970	2940

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
510	480	537	537	537

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
908	1055	984	960	826

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File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
124	126	126	126	127

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
130	130	135	135	135

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 59

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

2017-18	2016-17	2015-16	2014-15	2013-14
423.89	401.60	432.20	400.53	439.03

Number of computers

Response: 230

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

As the college is affiliated to Osmania University, it follows the curriculum prescribed by the university. A structured and comprehensive curriculum execution pattern is designed to suit the year and semester needs through symbiotic liaising with the curriculum designers, experts, the academic counsel, and also with the integration and support of the stake holders of the institution. The college prepares the 'Academic Year Calendar' in line with the almanac sent by the university. The following are the stages involved in the implementation of the curriculum:

Stage 1: A meeting is held at the beginning of the semester / year by the Head of the institution with each department to discuss the curricular aspects and implementation strategies. A review and feedback on the previous semester is considered for improvisation. All the merits, demerits, program objectives and outcomes, scope for introducing new teaching methodologies is deliberated. In the process, all the Heads of the Departments give a feedback on the faculty expertise, their performance, syllabus completion status and student satisfaction to the Head of the institution. To enhance and ensure quality, modifications and improvements are discussed and suggested.

Stage 2: Then Time Tables and Lesson Plans are prepared based on the number of classes/credits allotted to each Programme, Course-wise. The lesson plans are reviewed to incorporate nuances and improvements. The Teaching Diaries provided to the teachers give a record of the classes taken. A syllabus completion report is also submitted periodically by the teachers to the Head of the Departments. Any discrepancies in the implementation and completion of the syllabus are discussed with the IQAC, Vice Principal, concerned Head of the Department for further perusal.

Stage 3: A comprehensive 'Academic Year Calendar' is prepared to ensure meticulous implementation of the curriculum which includes schedule for Unit Tests, Internal Exams, End Semester Exams, schedule for Parent Teacher Meetings and also other important dates relevant to the curriculum.

Stage 4: The IQAC of the institution believes in a transparent and meticulous mechanism of implementation of the curriculum design. Details of the curricular schedules, Time Tables and Lesson Plans are provided to the students in the beginning of the academic year through the college website and email ids created for them.

File Description	Document
Link for Additional Information	[View Document](#)

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	[View Document](#)

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 0

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 65.19

1.2.1.1 How many new courses are introduced within the last five years

Response: 221

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 11

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 0

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum Response: Within the curriculum, the university provides certain add-on courses to instill value-based and skill-based teaching.

These courses sensitize the students regarding the current pressing issues related to environmental awareness, moral values and gender sensitization; hence courses like Human values, Environmental Science, and Gender Sensitization have been introduced.

A multi-pronged approach is followed to faster learning and drive students' understanding towards the major societal concerns and gain specific skills such as empathy and enterprising abilities. Our non-discriminative, unbiased and transparent rules motivate our students to participate in these programs more actively.

Environment:

· As per the University curriculum for UG 1st Semester, Environmental Studies is a mandatory AECC course (Ability Enhancement Compulsory Course) which is intended to help students gain awareness on biodiversity, and embark on an endeavor to understand the serious environmental concerns. ·

At the college level, various programs like 'Harithaharam' and 'Vanamahotsav' are conducted every year to address issues related to environment. ·

The NSS team of the college indulges in various environment and biodiversity programs including 'Swachh Bharat' and other community development schemes. ·

Also interdisciplinary projects that cater to environmental issues are given to the students that cover issues related to environment, health, biodiversity etc.

Gender: ·

As per new CBCS Syllabus, Gender Sensitization is a course offered in UG 2nd Semester as part of AECC course (Ability Enhancement Compulsory Course). This course is intended to examine gender from a better perspective and promote reflective thinking by recognizing the challenges related to gender in the contemporary times. ·

The college constituted 'Gender Sensitization Cell' by looking at the vulnerability factor towards gender which raise a question on our culture and attitudes. Through this cell, the college makes an attempt to inculcate awareness on gender equality concerns. · This cell works towards creating awareness amongst the students about gender related issues. ·

Both the girl and boy students are encouraged to participate in the college programs with a view to refrain them from having prejudices on gender. ·

The cell organizes various activities such as seminars, group discussions and debates through which students can comprehend the sensitivity of this issue.

 Human Values: · With regard to inculcating good values amongst students, they are indulged in various co-curricular activities of the college.

· National festivals like Independence Day and Republic Day serve as a platform to enliven their patriotic and moral values. ·

 Days of national importance like Senior Citizens Day, National Literacy Day, Guru Poornima, Teachers' Day, Tagore's day, and many more are celebrated to instill good values, moral and ethics amongst students. ·

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 4

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 4

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 1.55

1.3.3.1 Number of students undertaking field projects or internships

Response: 44

File Description	Document
List of students enrolled	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E.None of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: E. Feedback not collected

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.78

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
26	19	27	23	18

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 94.3

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
967	931	996	1005	1001

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1019	959	1074	1074	1074

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 64.75

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

2017-18	2016-17	2015-16	2014-15	2013-14
342	205	378	387	384

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Slow Learners

Special attention is given to the students in the tutorial classes, who are identified as the weaker students. Doubts and personal difficulties regarding the subject are solved in the tutorial classes. In the start of the session fundamentals and Bridge course are taught for the better understanding of the subject. Concepts which could not be grasped easily are repeated in consequent classes. Sometimes the students are encouraged to do board work before the class so that their level of comprehension could be increased and teachers could rectify their problems. Extra classes are conducted for the full coverage of the syllabus where the involvement of the students is ensured which results in the interactive teaching learning process. Slow learners are specially advised and counseled by the college appointed Committee and the respective subject teacher/HOD. Remedial classes are conducted for the weaker students based on the results of class tests.

Special courses are conducted for the students especially slow learners and weak students. For example: Functional English Course for Communicative English to help them cope with the rest of the class

Mentoring System for students to minimize dropouts through Personal Counseling. Evidence of success— Better results in the Examinations, more regular attendance, increase participation in co curricular activities, better discipline on campus and respectful relationship between teachers and

students.

The Advanced Learners

Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth like: Experts from the different colleges / universities are invited to conduct the classes for the difficult subjects in the curriculum. Faculty exchange programme may be included as a future plan Motivating them to involve in projects as per prescribed by the university to inculcate research orientation and practical awareness. The different departments organizes student seminars, group discussions, technical quizzes to develop analytical and problem solving abilities in them and thereby, to improve their presentation skills. Encouraging them with extra care to obtain University ranks. Motivating them with awards, and prizes for departmental activities. For independent learning, library facility is provided. Motivation to appear for competitive exams is given and with that purpose in mind the college library is also well equipped with books related to General Knowledge Computer facility with internet connection and Wi-Fi connectivity for fast and precise access of

information for independent learning. Guest lectures and interactive sessions and workshops are held to motivate students

Use of **Proctors in Teaching Learning Process**. Proctors are the advance students of the class who help other students to learn. Advanced learners are encouraged to become proctors. Thus the college ensures that advanced learners' needs are met and they are supported in their quest for knowledge.

2.2.2 Student - Full time teacher ratio

Response: 23.34

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The college undertakes many student-centric methods for ornamental learning experiences. One such method is **Mentoring System for Students.**

1. Objective of the Practice: To minimize drop-outs through personal counseling.

2. Need Addressed & the Context: Students undergo various problems related to stress. Looking the student teacher ratio in classrooms, it is not possible at times to give personal concentration to students in class. One solution therefore is a Mentor who can form the attachment with students in the true sense. Mentoring is required for students to achieve emotional stability and to promote clarity in thinking and decision-making for overall programme.

3. The Practice: The practice is that of creating an efficient mentor-ward system. Each teacher is assigned ten to twelve students. They meet at least once a week to discuss, clarify and share various problems which may be personal, domestic, academic etc. The teacher involves local guardians and parents as well, whenever necessary. The students are asked to share their e-mail id and mobile numbers with the teachers and their peers , so that a social network is established.

4. Evidence of Success: It is needless to say that a mentor gets the job satisfaction. Evidence of success of the practice includes better results in the examinations, more regular attendance, increased participation in co-curricular activities, better discipline on campus and respectful relationship between teachers and students. Prospects of turning out as a well adjusted citizen and a responsible human being also increases through this process.

5. Resources: This practice requires well committed teaching staff who have the desire to help students beyond teaching hours and infrastructure to do so in terms of classrooms and a conducive atmosphere.

Another such method is **Teacher-Ward Tutorial System.**

1.**Objective of the Practice:** To make possible the high achievers to reach excellence and the slow learners to reach the minimum qualifying level.

2.**Need Addressed & the Context:** An average classroom particularly in Hyderabad City has students of mixed quality. The high achievers are often left without challenges to Show their full potential. The low achievers do not have even the minimum skills to cope with the demands of the course of study. From this context arises the need to level expertise and offer appropriate help for holistic development.

3.**The Practice:** Each teacher identifies high and low achievers. Each teacher takes at least two to three low achievers as his or her wards under sustained supervision and care to assist them to improve their performance. Advanced learners are helped by providing extra handouts/ reading materials and are encouraged to consult reference materials and websites. The college Career and Guidance Cell and faculty help students in their plans for future development and progress.

4.**Evidence of success:** The Pass percentage in most of the departments is 100 and more than 80 in other departments.

5.**Resources:** This practice requires willing teachers and reference materials.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 92.74

2.3.2.1 Number of teachers using ICT

Response: 115

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 23.34

2.3.3.1 Number of mentors

Response: 124

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

To facilitate teaching-learning process, the college makes use of ICT. The college faculty uses laptops OHP and LCD projectors in the classrooms to make learning more interesting for the students. Since the college has internet connections, You- tube assisted learning is being practiced. It becomes easier for a student who

understands a subject matter from different perspectives in a convenient and easy manner. To make the students confident of themselves, paper presentations are encouraged. After teaching a topic, the teacher gives the students assignments, which may include paper presentations on that topic. Students are divided into groups. They undertake teamwork and finally present papers. It appears like: Assignment - Team work - Paper Presentation

Another important innovative procedure used in the college is use of proctors. **Proctors** are the advanced students of the class who help other students to learn. Often there are many students in the class who are slow learners and may need help. The students who are brighter or advanced come forward for help. Since

they are of the same age group, they can easily connect and guide the slow learners and help them in their academic difficulties. This will ensure low drop-out rates. Another innovative procedure is mentoring

system for students. Here the teachers undertake personal mentoring of the students. Teachers discuss academic difficulties with students personally and figure out remedial measures. These are steps to ensure 100% success rate and minimize failure. In the process, if the teachers find that students have any psychological problem, they are referred to the College counseling committee. The teachers also undertake tutorial classes to facilitate students' performance. Personal care of teachers discourages private tuitions. Tutorial classes are allotted in the master routine to help in the process. Departmental quizzes are frequently held by the departments to encourage learning among students. It makes teaching more interesting for the students. Apart from this advanced learner programmes are undertaken, bright students are encouraged to solve previous years university question papers. This

helps the high achievers to appear in the final examination with more confidence and can ensure good university result thereafter. Educational tours by Department of Physics, Electronics and Industrial Visits by Departments of Chemistry, Physics, Commerce and Management are undertaken. Last but not the least, all the departmental faculties arrange for special lectures by eminent academicians and scientists from esteemed academic institution.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 94.61

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 10.81

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	14	13	13

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.72

2.4.3.1 Total experience of full-time teachers

Response: 1205

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 3.17

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
06	05	04	04	02

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The college has undertaken following reforms :-

1. Different committees have been formed to supervise and look after activities of the college. Each committee is headed by a convenor. e.g. (Examination committee and Academic Sub Committee) each committee is assigned with the task of conducting the different examinations .

2. In addition to tests prescribed by the Osmania University like class tests, mid Exams, pre-final exams. The college has made it compulsory for students to attend seminar, workshops.

3. Various academic programmes like Quiz tests, Internal Assessments, essay writing and Elocution competitions are organized in which students are assessed.

4. This is followed by remedial and doubt removal sessions, parent teacher meeting and if required counseling by the college appointed counseling committee.

6. Collaborative group work, field work, excursion reports and student presentations have been made an essential part of most courses. Project work is also increasingly a part of most courses. Being graded incentivizes it.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

In all the examinations arranged by the College (Class-Tests, Mid Exams prior to Semester Examinations scheduled by the Osmania University) results are duly informed to the Students within 7 to 10 days of the examination. The students are provided with the **corrected answer-scripts** by the relevant faculty members. The doubt and enquiries of the students regarding the pattern of **best possible answers are clarified by the respective subject faculty.** With the commencement of the new semester, bridge course is taught for core subjects to imbibe basic knowledge among the students The schedule of Class-Tests continues till the end of the semester (**upto November for Odd semesters and April for even semesters**). The students are provided with the corrected answer-scripts of the Class-Tests so that they can be aware of their mistakes. If the students express their difficulties in understanding the questions which were set in the Test, the questions and the topic on which such questions were set are discussed in the lecture-hour by the faculty member. The students are often suggested to write the answers again as home assignments incorporating the modification and changes made by the examiners in the test-scripts. Communication of students' performance to parents, at regular intervals is done through periodic posts, sms and social groups.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The students are provided with the **corrected answer-scripts** by the relevant faculty members. The doubt and enquiries of the students regarding the pattern of **optimal answers are clarified by the examiners. If there is any tabulation related error in the assessment, corrections are duly made by the examiner**

and the corrected marks is officially posted against the name of the concerned student. The Parent-Teacher Meeting is a regular phenomenon for the First Year and the Second Year students. Such meetings are held after the publishing the results of the **Mid-Exams.** If there is a marked discrepancy between class performance and performance in examination of a student, the teachers consider it to be their responsibility to identify the cause behind such discrepancy. If the reason for such discrepancy is purely academic, the teachers try whole-heartedly to provide the students with a broader understanding of the subject of their study (topics already taught in the class are discussed again, students are given time-bound home assignments to be checked by the faculty members, more books are suggested to the students for reading and so on).

The college has a well-defined process for addressing the grievances with reference to the evaluation process. The **Examination Branch** addresses all issues related to exams, marks, hall-ticket, on-line application etc., Any discrepancies observed or found are brought to the notice of the cell and a protocol is followed to address and resolve them.

The following steps are taken to address grievances of students at the university level:

- Students having grievances related to the End semester/Annual exams conducted by the university are directed to approach the university by the **Examination Branch** educating them about the protocol to be followed**.**
- Issues of revaluation / retrieving photocopy of the answer script are also taken care of.
- A follow-up is done by the cell once the grievance is submitted in the university.
- Sometimes during exams, a delay in receiving the online end semester question paper from the university tends to create some disturbance by the students. The college equips all staff and has required infrastructure to handle such situations.

The following steps are taken to address grievances of students at the institutional level:

The **Examination Branch** address issues related to internal exams as well.

- Any grievance with respect to internal assessment will also be handled by the respective faculty member and Heads of the Departments if the complaint or grievance is minor.
- If the issue is a major one, beyond the purview of the faculty member and Head of the Department, the issue is brought to the notice of the Examination Cell for proper redressal.
- All issues related to exam evaluation and other related issues are handled according to the norms set by the university.

The issue is resolved within a day and if it is a serious issue a stipulated time is taken to resolve the case.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

B.Com / B.Sc. First semester classes commence in the month of July every year. for Third and fifth semester, classes commence in the month of June. First seven to ten days bridge course (Basics related to the core subjects) are taught. Within one month from the commencement of the new semester, Class-Tests

are conducted to the B.Com and B.Sc under graduates. The Conduct of Class-Tests continues till the end of the semester till November. The students are provided with the corrected answer-scripts of the Class-Tests so that they can be aware of their mistakes. If the students express their difficulties in understanding the questions which were set in the Test, the questions and the topic on which such questions were set are discussed in the lecture-hour by the faculty member. The students are further advised to write the answers to the same questions as home assignments. In each semester the students has to write two internal assessment test and the average marks of both are calculated. The total marks for internal assessment 20 Marks including assignments. Marks are also tabulated to assignment that is submitted by the students. Mid Exam Tests are arranged for students in the Last week of October and first week of November. During the second week of November practical exams will be conducted as directed by the Osmania University. The Practical marks is for 25 Marks. After the publishing of semester end exam result, parent teacher meeting is arranged while their interaction is considered to be conducive to the improvement in the performance of the students in the next semester. The next semester classes starts provisionally within a fortnight of the completion of their preceding semester examinations. The Second, fourth and sixth semester classes generally commence in the month of January as per the almanac of Osmania University. similar to the previous semester, class tests are conducted till April. The students are further provided with the corrected answer-scripts by the faculty members so that they can go through the corrections suggested by the examiners and hopefully improve their performance in the forthcoming final examination of the University. Two internal assessments are conducted in between the semester and also assignment is collected from the students. The Mid exams are conducted in the First week of April. Practical examinations are conducted in the month of April as directed by Osmania University.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Mechanism of communication of COs

Decided in the Academic sub-committee meeting by the Head of the Departments as per Osmania University norms.

Posted in the college website

Posted in the college notice board

Intimated to the students in the class room

UNDER GRADUATE

Biotechnology, Microbiology, & Chemistry (Bt,Mi,C)

- Understanding the basic principles and it's applications for diagnosis of diseases.
- Technical skills in diagnostics in Microbiology, Biotechnology and Chemistry.
-

Microbiology, Zoology & Chemistry (Mi,Z,C)

- Understanding the basic principles and it's applications for diagnosis of diseases.
- Technical skills in diagnostics in Microbiology, Biotechnology and Chemistry.

Mathematics, Statistics & Computer Science (M. S. Cs)

- Develops problem solving skills which help in developing logical tools.
- Develop skills for pattern recognition, probability concepts and statistical models which are basics for statistical inference.

Mathematics, Electronics & Computer Science (M. E. Cs)

- Analysing and designing electronic circuits and innovating electronic appliances.
- An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- Students also get to learn about careers in software industry.

Mathematics, Physics & Computer Science (M. P. Cs)

- Physics uses mathematics to organize and formulate experimental results.

- Further study and research in physics.

- An ability to apply knowledge of computing to the program's student outcomes and to the discipline

B.Com. (Honours)

- Understand the legal formalities involved in a business contract.
- Helps to analyse the financial statements, capital structures, dividend policies of the companies, to understand the human resource policies and marketing strategies adopted by the companies.
- Foundation to pursue taxation as a profession.

B.Com. (Computers)

- Commerce with computer gives a deeper understanding of both Information Technology and Commerce, thereby enabling the budding graduates to pursue careers in either of the two fast-growing areas, viz. IT Industry, Commerce, and Financial sector.

B.Com. (General)

- This program could provide well trained professionals for the Industries, Banking Sectors, Insurance Companies, Financing companies, Transport Agencies, Warehousing etc.,
- To meet the well trained manpower requirements. The graduates will get hands on experience in various aspects acquiring skills for Marketing Manager, Selling Manager, Over all Administration abilities of the Company.

B.Com. (Computer Applications)

- Basic understanding of accounting policies with practical application such as filing tax returns, statistical applications in business analysis and marketing research
- Monitor and access changing accounting procedures.

Bachelor of Business Administration (BBA)

- Students will develop as effective management professionals and take on more responsibilities in future and to give outstanding results in the area of their interest.

PG

M.Sc Organic Chemistry

- Global level research oppurtunities to pursue Ph.D programme targeted approach of CSIR – NET examination
- Enormous job opportunities at all level of chemical , pharmaceutical , food products ,life oriented material industries
- Specific placements in R & D and synthetic division of polymer industries & Allied Division

MSc (Micro Biology)

- The two years study of Master of Microbiology will impart in-depth understanding of basic aspects of microbiological science pertaining to industrial applications.
- ability to design and carry out experiments (safely) and to interpret experimental data

File Description	Document
Any additional information	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Attainment of program outcomes, program specific outcomes and course outcomes are duly evaluated by the institution. One of the methods that our college follows while doing so is by assessing the teaching learning based on a feedback system, in which the final year students of the college are provided with feedback forms to be duly filled up by them providing inputs on teaching-learning drawbacks, limitations, constraints and also merits of the department, its faculty members etc. Our college also has a Grievance Redressal Mechanism**,** where the students can also place their problems at any point of time while studying. The institution deals with students' grievances very precisely by preserving its confidentiality, while at the same time taking concrete steps for resolution. **Teacher-Guardian meet** organised by individual departments after Mid-Term Examinations whenever else required is another system through which the institution keeps a track record of program outcome achievement. Publication of

percentage of attendance maintained and meet organised by Academic Sub-Committee of the college before**..** are a regular practice of our institution through which attainment of program outcomes are measured and checked. **The weak and bright students** are identified and accordingly outcome attainment target is set by introducing improvement measures. **Student seminars as well as talks and workshops** etc. are a part of this improvement scheme. In order to achieve program outcomes. The **IQAC**

Cell of the College publishes an overall academic report as a part of this mechanism. Our college also has a **Counselling Cell**, which helps in resolving students' problems, academic, etc. in order to attain program outcomes.

2.6.3 Average pass percentage of Students

Response: 74.06

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

Response: 628

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 848

File Description	Document
Institutional data in prescribed format	[View Document]()

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.67

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of project and grant details	[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

Response: 00

File Description	Document
Any additional information	[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 124

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The college has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of knowledge.

*The college has a **Research and Development Cell** to monitor the progress and address all the aspects of research.*

This cell comprises Principal, Dean and senior faculty who constantly motivate and guide faculty as well as students towards quality research.

Functions of the Cell

1. To promote a culture for research among faculty and students.
2. To encourage faculty to take up major and minor research projects.
3. To provide guidance for publication of research papers /articles in reputed journals.
4. To encourage faculty for Ph.D. programs. & encourage professional membership.
5. To extend support for faculty and students to present papers at various national and international Conferences.
6. Identification and assisting for finance from management for small scale research projects
7. To encourage various Departments to organize conferences, seminars and workshops
8. -To sign Memorandum of Understanding with various research institutes and organizations for mutual growth.

Impact of Recommendations

1. Increase in participation and presentation of project and research work in various National and International Conferences.
2. More number of faculty authored and co-authored subject books.
3. Increase in the publication of articles and book chapters by faculty.
4. Faculty took initiative to become members in various professional bodies.

***Entrepreneurship Cell** of Avanthi Degree & PG College is one of the very active Cells in the college.*

The cell operates to complete and complement the three "E"s model of the college

1). Education 2).Employability 3). Entrepreneurship.

Functions of the Cell:

1. Creating awareness among students of the college regarding entrepreneurship as a career option.

2. To inculcate a culture of innovation driven entrepreneurship through student projects.

3. To facilitate budding entrepreneurs by **providing mentorship programs**

4. To identify and motivate budding entrepreneurs and assist them in product development.

5. To provide consultancy to agencies/institutions in the areas of market research and mapping.

6. Providing Internship programs for our students, enabling them to gain hands on experience**.**

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
e- copies of the letters of awards	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 2

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 02

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

Response: 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
09	07	10	14	04

File Description	Document
List of research papers by title, author, department, name and year of publication	

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

Response: 0.09

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	3	1	1

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The college has benchmarked through its community development activities and hence the NSS unit of the college have complemented the education process in Avanthi Degree & PG College.

National Service Scheme provides diversified opportunities to students in colleges and universities to develop their personality through community services.

The overall objective of National Service is educational, its motto being "Not me but you".

Objectives of NSS:

1. Understand themselves in relation to their community; develop a sense of social responsibility.
2. Identify the needs and problems of the community and involve them in problem solving process.
3. Utilize their knowledge in finding practical solution to individual and community problems.
4. Develop competence required for community living and sharing of responsibilities.
5. Acquire leadership qualities and democratic attitude.
6. Develop capacity to meet emergencies and natural disaster.
7. Practice national integration and social harmony.

Implementation:

In Adopted Village

1. *Community Development Projects: Students conduct a survey in the village adopted by the college and understand the requirements of the local people with a view to cater to their immediate needs. Activities such as tree plantation, health awareness programme, cleanliness and sanitation programme, women development programmes are organized.*

1. *Community Development Activities for Skill Development: In the adopted village, they indulge in activities such as teaching basic English skills, conducting cultural competitions, and other skill development competitions like JAM and Public Speaking.*

In the Local Community

1. *Blood Donation Camps: Blood donation camps are organized each year in college and sometimes in collaboration with the university.*
2. *Swachh Bharat Camp: Swachh Bharat camp is conducted every year in the surrounding area awakening people on cleanliness to inculcate good practices amongst students.*
3. *Pulse Polio Camp: Pulse Polio Camp is conducted in the adopted village every year, students in large numbers participate towards eliminating this epidemic.*
4. *Donation of Articles: Books, clothes, stationary are donated to the needy in the orphanages and old age homes.*
5. *Yoga and Meditation: On International Yoga Day, students participate in huge numbers in the event organized by the university to promote healthy and stress-free living.*
6. *Anti-Drug Awareness Programme: An anti-drug awareness programme was conducted for the students and lectures were organized in collaboration with the Police Department.*

1. *Observing Days of National Importance: AIIDS Awareness Day: International Youth Day, NSS Day are observed every year to instil social values and moral responsibilities amongst students.*

OUTCOMES:

1. Enhanced a sense of social responsibility and an opportunity to understand and find solutions to challenges in the society.
2. Encouraged students to think out of the box and apply the knowledge in their work.
3. Better networking and effective communication skills.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 17

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	4	4

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 0.62

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-

Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
88	00	00	00	00

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 7

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	01	01	01	01

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 12

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	4	2	2	1

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	<u>View Document</u>

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Avanthi Degree and PG College is located at Barkatpura, Hyderabad,Telangana which is a prime locality, close to koti . The college is located just 8km away from Secunderabad city centre and 3.4 KM from koti. Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, labs, library, specialized facilities and equipment for teaching, learning and research, etc ICT enabled classrooms with high internet speed. Principal's room equipped with WI-FI facility, CCTV.

DEATILED INFORMATION:

- There is sufficient space available to offer & manage courses like UG & PG
- The college has **2** separate blocks with **58** class.
- The college has spacious staff rooms, sports room and NSS office.
- The entire campus is connected with Wi-Fi facility.
- For all the buildings **2** fire extinguishers have been installed also installed **48** CC Cameras under surveillance
- **12** units of RO Plants are installed
- 1 lifts for each block & parking space for 350 vehicles.
- 4 Copiers

LIBRARY:

- The library is digitalized with **NewZenLib** software.
- The library houses has 12 newspapers ,10,646 no of books for UG, subscription for 18 journals & 11 magazines, and access to DELNET e-journals and DELNETS e-books.

LABORATORY

All our labs are well equipped & well maintained for carrying out curriculum oriented practicals. All the labs are established as per UGC and OU norms.

Computer lab:

There are 2 labs for UG with 230 systems with latest software. Labs are well-equipped to facilitate lab practical sessions for students with Hi-Speed internet facility.

Software's: Microsoft Windows Professional, Microsoft Office 2010 Professional, Tally Gold Version, Multi User 9.1. ,SMSWINGS for sending messages to students

Electronics Lab:

The Electronics labs provide hands-on practical training in the diversified fields of Analog & Digital Electronics, Microprocessors, Microcontrollers and Communications.

Major Equipment: CRO, FG, processors & controller kits, Simulation

Physics Lab

The physics labs provide practical training on various fields of Physics like Mechanics, Optics, Thermodynamics, Electro magnetism and Digital electronics.

Major Equipment, Microscopes, Telescopes etc

Microbiology Laboratory

The Department of Microbiology has well-maintained sterile conditioned lab, fumigated twice a year to ensure safety.

Major equipment: Autoclave, Hot-air-oven, Incubator, Laminar air flow etc

Chemistry laboratory: The Department is well established to cater to practical laboratory session for 30 – 40 students at a time..

Major equipment: Potentiometer, Conductivity meter, colorimeter, digital balance, ovens,UV photometer

Biotechnology Lab: The Department has well established infrastructure and equipped labs to conduct experiments in the field of Molecular Biology, Immunology, etc

Equipment Present: Electrophoresis (Unit and Power pack) (both Vertical and Horizontal), Water bath shaker, Laminar Air Flow, Table top Centrifuge, Fume Hood,micro pipette

Commerce lab:

The objectives of the commerce Lab are
1) To provide a platform to the students to use the documents related to the commerce

subjects, Company related, Banking related, & Tax related documents. Exhibition of charts and Models prepared by students.

Seminar Halls: College has two seminar halls with LCD facility, PAS & Internet for meetings, formal gatherings, extra and co-curricular activities Total Capacity is 300.

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

Response:

Extra-curricular activities – sports, outdoor & indoor games, gymnasium, NSS, cultural activities, communication skills development, yoga, health & hygiene, etc.

Our Management believes in the all-round development of the students.

Sports Activities

The college has been providing excellent support & coaching facilities by the qualified Physical Director for indoor & out-door games & many students participated at National & International level competitions & won many Awards, Medals & Prizes.

 The institution considers Co & Extra-curricular activities as intergral to the holistic development of the students. So the institution has definite policy & plan of action as below:

Sports event competitions are conducted in the interdepartmental level in both indoor & outdoor an academic year & the winners are awarded & rewarded accordingly.

College teams are formed to take part in state level & University level competitions & other intercollegiate competitions.

Additional academic support, flexibility in examinations

- Meritorious students are encouraged by providing cash awards.
- Since the college follows the examination time table of the affiliating university, there is no scope for deviation.

Special dietary requirements, sports uniform & materials:-

- The institution provides sports uniform to all the students participating in inter-collegiete/inter university events besides providing them with dietary supplements.

Department of physical education Games & sports material

S.No	Name of the Items	Total Stock	Issue	Balance
1	Basket Ball	3	1	2
2	Chess	5	2	3
3	Coins	5		
4	Carrom Board	5		
5	Coins	15	3	12
6	Stands	3		
7	Weight Lifting Belt	1	1	
8	Foot Ball	4	2	2
9	Hand Ball	2		
10	Net Balls	3		
11	Shuttle Rockets	6		

12	Cocks	4	2	2
13	Table Tennis	1		
14	T T Balls	4	4	
15	Ball	4 dozens	1 dozen	3 dozens
16	Net Balls	3	3	
17	Rings (Tenni coit)	8	2	6
18	Net Balls	2		
19	Volley Ball	5	3	2
20	Ball Badminton bats	6	1	5
21	Balls	2	2	
22	Volley Ball	1	1	
23	Cricket	1 set	1 set	

Cultural Activities

Students are very much encouraged to participate in the cultural events held in the college like Technical fests, Freshers, Annual Sports Day, Annual Day, Farewell etc., to exhibit cultural talents.

Students are even sent to other colleges for intercollegiate competitions like dances, skits, mimicries etc..

Yoga Center

We have a Yoga Class room where students & faculty members do meditate & even practice yoga. The college organizes Yoga classes in the campus for healthy life style of our students

Gymnasium

The college has established an excellent & well equipped Gymnasium in the college campus & a Physical Director is appointed to maintain & train the staff & students.

Health Care Unit

The college has a Health Centre headed by a well qualified doctor to meet the medical treatment of students & staff. It organizes health check-up camps by inviting local & specialist doctors for the good health of students & the staff. A first-aid facility is also provided for the treatment of sick students.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 6.78

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 04

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 9.61

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
40.44	40.72	44.9	37.38	37.97

File Description	Document
Details of budget allocation, excluding salary during the last five years	

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Library is automated using Integrated Library Management System   (ILMS)

Description:

- The library is fully computerized with **NewZenLib** software.

- The library houses has 12 daily newspapers ,12,592 number of books for UG and PG programs,

- subscription for journals and magazines, and access to DELNET e-journals and DELNETS e-books.
- College has digital library with 20 computers.
- CCTV security systems Equipped in library hall.
- The Library opens for eight hours from 9:00 a.m. to 5.30 p.m.
- However, during examinations it opens from 8.00 a.m. to 8.00 p.m. for students' convenience.

Name of the ILMS S/W	Nature of automation (fully or partially)	Version	
NewGenlib software	partially	3.1.2 Version	

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

We are having rare collection of books with encyclopedia , handbooks with illustrated books.

List Of Rare Books

SL. NO	Name of the Book/ Manuscript	Name of the Publisher	Name of the Author	Number Copies	
1	LANGES HANDBOOK OF CHEMISRTY 13Th edition	MC-GRAW-HILL	JHON A DEAN	1	
2	ENCYCLOPIDEA OF ACCOUNTING SYSTEMS	PHI	PESCOW J K	Set of 3 V(	
3	INDIAN SINCE 1526	S. CHAND	V. D. MAHAJAN	1	
4	MACMILLAN AN ADVANCED HISTORY OF INDIAN	MACHILLAN ASIAN HISTORIES	R.C MAJURDAR	1	
5					

6	THE NEW WEBSTER'S INTERNATIONAL ENCYCLOPEDIA	TRIDENT PRESS INTERNATIONAL	MICHAEL.D.HARK AVY	1		
7	UNIVERSITY PHYSICS	NAVOSA	FRANCIS. W. SEARS. M MARK.W. ZOMANSKY	1		
8	LAW OF EDUCATION IN AP	S. GOGIA & CONPEN	VJ. RAO'S		SET VOL I,II	
9	FAMILY ENCYCLOPEDIA of DISESES	WH.FREEMAN &CO NEW YTARK	BRYAN BUNCH	1		
10	PRINCIPAL OF VIROLOGY (MOLECULAR BIOLOGY, PATHOGENESIS & CONTROL)	ASM PRESS WASHIGTON	SJ. FLEINT	1		
11	THE WORLD OF THE CELL	THE BENGIMAN CUMMINGS COMPEN, SAN FRANSICO	WAYNE.M. BECKER	2		
12	TEXTBOOK OF DIAGNOSTIC MICROBIOLOGY 2/E	SAUNDERS AN IMPRINT ELSEVIER	CONNIE R MAHON GEORGE MANUSELIS	1		
13	SHERISIS MEDICAL MICROBIOLOGY (AN INTRODUCTION TO FRITECHUONS DISEASES	MC-GRAW HILL	KENNILA J. RYAS	1		
14	HANDBOOK OF MARKETING	SAGE PUBLICATIONS	BARTON A.WEITZ &ROBIN WENSLEY	1		
15	SHERRIS MEDICAL MICROBIOLOGY	MC-GRAW-HILL	KENNATH J.RYAN &C.GEORGE RAY	1		
16	THE COMLETED ILLUSTRATED GUIDE TO ISLAM	HH HERMES HOUSE	MOHAMMAD SEDDEN &RAANA BOKHARI	1		
17	DNA SCIENCE (A FIRST COURCE)	IK. INTERNATIOMNAL	DAVID .A. MICKLOS	1		
18	SEARS AN ZOMANSKY'S UNIVERSITY PHYSICS	PEARSON	HUGH.D. YOUG, ROGER.A. FREEDOM	1		
19	ENCYCLOPEDIA OF	MC-GRAW-HILL	PRODUCTION	1		

	ENVIRONMENTAL SCIENCE		STAFF(EDITING)		
20	THE WORLD OF THE CELL 6/E	PEARSON	BECKER KLEINSMITH HARDIN	1	
21	THE COMPLETE ENCYCLOPEDIA OF MEDICINE & HEALTH	FOREIGN MEDIA BOOKS	SCHADE J P EDITOR	1	
22	THE OXFORD COMPENDIUM OF ENGLISH VOL I,II,/III	OXFORD	OXFORD UNIVERSITY	1	
23	OXFORD ILLUSTRATED COMPANION TO BIBLE	OXFORD PUBLISHERS	EDITED BY BRUC E.M.METZGER	1	
24	THE CAMBRIDGE ENCYCLOPEDIA OF LANGUAGE	CAMBRIDGE UNIVERSITY	DEVID CRYSTAL	1	
25	MICROBIOLOGY	MC-GRAW HILL INTERNATIONAL EDUCATION	PRESSCOFT	2	
26	REFERENCE WORL ATLAS	DK PENGUIN RANDAM HOUSE	EDITED BY SIMON MUMFORD	1	
27	HISTORY OF INDIAN JOURNALISM	MINISTRY OF BROD CASTING GOVT OF INDIA	NATARAJAN J	1	
28	COMPUTING AND EMERGING TRENDS A HANDBOOK	NEW DELHI PUBLISHERS	PAUL P K	1	
29	WORKING A DEMOCRATIC CONSTITUTION	OXFORD UNIVERSITY	GRANVILLEAUSTIN		1
30	GENERAL STUDIES MANUAL PAPER-1 2019	HARIHANT	PANDEY M	1	
31	MANORAMA YEAR BOOK -2019	MALAYALA MANORAMA	MALAYALA MANORAMA	1	

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership

4.**e-books**

5.**Databases**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 2.29

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
4.16	2.33	1.78	1.73	1.46

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

4.2.6 Percentage per day usage of library by teachers and students

Response: 2.94

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 87

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- Institution have 12 LCD projectors, 4 overhead projectors,10 printers and 4scanners.
- The computers and printers have software installed in them and the Hardware is also maintain from time to time.
- The college website is monitored and updated from time to time by the **IQAC** cell of the college.
- The whole campus of the college has **Wi-Fi** facility
- No of systems with configuration- 230.
- Most of the departments have LCD for Power Point presentation of students at PG level
- Maintenance and up-gradation of Internet/WI-FI

Computer lab details :

COMPONENT NAME		Total
CPU'S	ASROCK H110M-HDV,Core i3/3.7GHZ,4GB RAM,500GB HDD	230
	Biostar H81 , Core i3/3.0GHZ,4GB RAM,500GB HDD	
	Biostar H61 MLV,Core 2Due/2.6Ghz,2GB RAM,250GB HDD	
Monitors	Lenova ThinkVision 19"inch	230
	AOC 15.6"inch	
	NEC 15.6"inch	
	Acer 15.6"inch	
	Benq 15.6"inch	
Keyboards	Systech	230
Mouse	Systech	230
Server	Windos Server 2008,Intex Xeon 2.13 Ghz,8 GB RAM,500GB HDD,DVD Writer	2

	Windos Server 2003, Intex Xeon 2.13 Ghz,4 GB RAM,500GB HDD	
Printer	Black & White Printer /Colour Printer / Scaner / Fax (Model:EPSON L565)	3
	Black & White Printer (Model:Canon LBP2900B Laser Printer)	
LAN Switches	D-Link Gigabit Switch 24-Port 10/100/1000Mbps Ethernet Switch (Model No:DGS -1024C)	10
Routers:	Tenda AC1200 MU-MIMO Dual Band Gigabit Wifi Router	2
	Netgear R6220	
Fire Extinguisher	CEASE FIRE (6 Kilograms)	2
	CEASE FIRE (6 Kilograms)	
Internet	ACT Fibernet / Internet Speed : 200Mbps	2
	ACT Fibernet / Internet Speed : 400Mbps	
UPS	Numeric Digital 1000 plus-V	2
WiFi	Nodes2.4GHz , 5GHz	2
LAN Cable	CAT 6	2
	CAT 5	

Office/Placement

No of systems: 11

Server:1

DELL/lenova/hp/	Processor	Core i5 7400/3.6Ghz
	Motherboard	Intel 8th Generation
	Hard disk	1TB
	RAM	4GB RAM DDR4
	SMPS	DELL
	Dvd/wr	DELL

- No of Printers -Canon LBP 2900B laser -5
- Router :Netgear R6220/Netgear gigabyte
- HP Scanner
- Server-DELL i5 ,1TB HDD windows server 2008

Library:

- No of systems: 20
- No. of Systems for students: 16
- No. of Systems for Staff: 4
- No. of Systems (server) for Librarian: 1
- System Configuration details:

Assembled(server)	Processor	Core i5/3.7GHZ,
	Motherboard	ASROCK H110M-HDV
	Hard disk	1TB HDD
	RAM	4GB RAM DDR4
	SMPS	Intex
	Dvd/wr	LG
Assembled	Processor	Core i3/3.7GHZ,
	Motherboard	ASROCK H110M-HDV,
	Hard disk	500GB HDD
	RAM	, 4GB RAM
	SMPS	Intex

- No of Printers –Brother DCP-L2520D(printer &sanner)-1
- WI-FI :D-LINK –DIR-605L

Examination office

No of systems: 2

Assembled	Processor	Core 2Due/2.6Ghz
	Motherboard	Biostar H61 MLV

	Hard disk	250GB HDD
	RAM	2GB RAM DDR2
	SMPS	Intex
Assembled	Processor	Core i3 6110/3.7GHZ,
	Motherboard	ASROCK H110M-HDV,
	Hard disk	500GB HDD
	RAM	4GB RAM
	SMPS	Intex

- No of Printers - Canon LBP 2900B laser -2

Electronic LAB

No of systems: 12

Assembled	Processor	Core 2Due/2.6Ghz,,
	Motherboard	Biostar H61 MLV
	Hard disk	160 GB HDD
	RAM	1GB RAM
	SMPS	Intex

Software used:

1. JDK 1.5
2. Microsoft windows 7 (OS)
3. Microsoft Office 2007
4. Dos Box
5. Oracle 11g
6. Wamp Server
7. Tally ERP 9
8. Scilab 5.3.3
9. Star UML

10. Dev c++
11. Cygwing
12. Chemdraw(chemistry)
13. Tora(Statistic)

4.3.2 Student - Computer ratio

Response: 12.58

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 7.23

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

2017-18	2016-17	2015-16	2014-15	2013-14
30.29	28.46	29.95	31.24	31.47

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)

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

Response:

- The college has maintenance committee that oversees the maintenance of buildings, classrooms and labs.

•The maintenance committee is headed by the AO who in turn monitors the work of the Supervisor at the next level. The AO is accountable to the Registrar and functions as the coordinator who efficiently organizes the workforce, maintaining duty files containing details about their individual floor - wise responsibilities, timings, leave etc. The maintenance officer conducts periodic checks to ensure the efficiency / working condition of the infrastructure.

- At root level, all the lecturers of every department conduct a meeting, at the beginning of academic year, with the head of the department to discuss the requirements such as books, furniture, electronic gadgets and so on and send the proposal to the principal. Later, the principal discusses the same in the HODs meeting and a consolidated list of requirements is forwarded to the Chairman .

• Adequate in - house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment. Classrooms, Staffrooms, Seminar halls and Labs, etc are cleaned and maintained regularly by Non - teaching staff assigned for each floor. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor.

• Optimum working condition of all properties/ equipment on the campus is ensured through annual maintenance contracts (AMC). The AMC purview includes maintenance of Generator, Air Conditioners, CCTV cameras and Water Purifiers. Apart from contract workers, the college has trained in - house electricians and plumbers.

 • Lab assistants under the supervision of the System administrator maintain the efficiency of the college computers and accessories.

 • Parking facility is well organized. It is efficiently maintained by contract employees.

• The campus maintenance is monitored through surveillance Cameras.

• Every department maintains a stock register for the available equipment.

• Proper inspection is done and verification of stock takes place at the end of every year.

 • The civil and electrical work is adequately monitored and maintained .

• Periodic reporting on requirements of repairs and maintenance are submitted by the principals to the Administrative office. The requirements are collectively processed in every semester break so as to keep things ready for the new semester.

 • Pest control of library books and records is done every year by the maintenance department.

 •

S.No	Category	Name	No. Of Pers
1	Admin officer	K. Phani kumar	1
2	CA	Praveen Kumar	1
3	Accountant	Srinivas,Suresh	2
4	Computer Operator	Chandrashekhar,Venkateshwarulu	2
5	Office Assistant	Manmohan,Rajlaxmi,Anand,Geeta Prasad,kavita	5
6	Receptionist	Rosely	1
7	Librarian	Srikanth	1
8	Assistant Librarian	Venkatesh	1
9	Computer Lab Assistant	RaghuRam	1
10	Chemistry Lab	Jagan,shyamala	2
11	Maintenance Engineer	Kondal Reddy	1
12	Electrical Engineer	Basha	1
13	Electrician	Venkatesh ,Ahmad	2
14	Plumber	Raju	1
15	Carpenter	Kumar	1
16	Operator	Mahesh	1
17	Stores in charge	Govind	1
18	Housekeeping supervisor	Subbarao	1
19	Housekeeping Assistant supervisoe	Narsimha	1
20	Sweepers		9
21	Gardener	Rajshekar,chandrashekhare	2
22	Chief security officer	Tiwari	1
23	Security gaurd		6

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 35.12

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

2017-18	2016-17	2015-16	2014-15	2013-14
409	809	1331	1314	1279

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: C. Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 1.56

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	224	00	00	00

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Details of the students benifitted by VET	

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	

5.2 Student Progression

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

Response: 16.09

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

2017-18	2016-17	2015-16	2014-15	2013-14
535	51	48	54	51

File Description	Document
Details of student placement during the last five years	

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

Response: 10.13

5.2.2.1 Number of outgoing students progressing to higher education

Response: 92

File Description	Document
Details of student progression to higher education	

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	0	0	00

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	6	4	2

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)

5.3 Student Participation and Activities

5.3.1 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) 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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)

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

Response:

Our Student Governance philosophy stems from our belief that student governance is a key body in improving efficiency and growth of the college, and indulging them in the decision making process enables towards building a strong leadership. The **Student Council** *is the official voice for the entire student population at Avanthi Degree & PG College. As stakeholders, they are participatory of every academic, extra-curricular &co-curricular activity which happens in the college as participants, promoters, organizers and volunteers.*

Administrative Roles:

- The student council is the face of the student fraternity and strives in promoting institutional spirit amongst the students.

- It involves in decision making & suggesting various activities and measures which are essential for improving the quality of academic life.

- Each class representative represents a class and puts forth all matters concerning the class-academic and non-academic to the section-in-charge, HoD and Principal.

- They are involved in planning and executing many college festivals and events like PRAVISTHA-The Induction Ceremony, Mini-Convocation; they also assist in organizing UMANG-Fresher s day of the College, VISHISHTHA-The commerce meet ,JHANKRUT-college fest, AVISHKAR national seminar of physical sciences, BIO-ADHYYAN national seminar of life sciences, SMRITI-The Alumni Meet, TARANG-the Annual Day of the college.

- They play an important role in celebrating national festivals like Independence day, Hindi divas,iftar party , Bathukamma ,Krihnastami, Ganeshchaturthi Republic day etc. The council takes the responsibility of celebrating Teachers' day on behalf of the student community in honour of teachers.

- The student council is responsible for maintaining discipline within the college premises and their membership in various committees and cells fosters vested interest in them towards better governance. The college has a transparent procedure in selecting the council.

- For selecting the student council, the interview panel involves the alumni who were members of the student council of the previous year. The interview panel consisting of Principal, Heads, Section in-charge and the Student Activity Facilitator, select the captain after thorough understanding of each representative from varied parameters.
- The student council organizes a talent week which is an in-house platform for showcasing the talents of students.

- The council helps in identification of talents, in domains of literary, cultural and other fun events

that entail specific skills and abilities of students.

- The council members & Heads of the Departments meet regularly to discuss academic and non-academic issues like discipline, ant-ragging, events etc.

- The council also functions as a bridge between the management, teachers and students to convey all information of academic importance.

- The college catalyses leadership activities by directing them to various leadership programs held at **Vivekananda Institute of Human Excellence** for developing team spirit, time management, importance of youth involving in community activities, importance of character & ethics in building the nation etc.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 6.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	6	6	5

File Description	Document
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Alumni Association:

It is the planned and sustained effort of the institution to establish and maintain goodwill and mutual understanding between an organization and its alumni, keeping this in mind Avanthi Degree & PG College has registered alumni Society with the name **"AVANTHI DEGREE & PG ALUMNI SOCIETY" with registration number 79 of 2019**. It is a strategic communication process that builds mutually beneficial relationships between the organization and its public. In cognizance, with the vision of the college, to nurture students towards becoming global citizens, Avanthi nurtures its Alumni Association with a view to create its impact on the institution and society at large.

Objectives of the Alumni Association:

- To make our Alumni Association have the status of a statutory body with a view to involve them as stakeholders and be part of the college management and institution building process.

- It is to maintain a lifelong relationship with alumni through opportunities and benefits that promote interaction and engagement with the various committees and bodies of the college.

- To play a proactive and supportive role for the college, and be a liaison between industry and institution.

- To initiate various activities through the alumni that would promote placement training and recruiting.

Contributions of our Alumni Association: *Although, the college has a widened network through its alumni, the association is yet to be registered and hold office as per the mandate of the association. The following are a few of the contributions of our alumni association:*

1.*Personality Development Session:* *Alumni of our college have trained our final year students in enhancing their personalities for effective placements. Ms Arpan kaur(genpact),Ms Asiya begum(wipro technologies),and many alumnus from Physical Sciences and commercce. they took sessions on Personality Development for the final year students.*

2 Motivational Lectures: *Mr. Ganesh, an alumnus of MPCs, who has completed his MSc in physics from NIT Warangal and did his project fromRRCAT indore, and moved to Germany for Post Doctral Study, interacted with the Physics students and motivated them towards Science education.,Our B.Com alumni Shravan Varma regularly visit to our college and encourage , Motivate yound minds.*

3.Social Work: *A few of our alumni as members of various NGOs have indulged our students in a few of the social acitivities. Mr.D Raghvendra, an alumnus of BSc is an activist and runs the orphanage called VATSALYAM in collaboration with our students.*

4.Recruitment Process: *A few of our students got placed because of the alumni network built by the college. Our students as HR personal, facilitate placement drives placing our students in reputed companies like Amazon, Delloitte, Cognizant, TCS etc.*

5. IQAC Member : Two of our student alumni are part of the Internal Quality Assessment Cell,contributing effectively towards building a healthy institution.

5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 1

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	00	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION: Avanthi has a bright vision for a broader prospect that the educational systems should not only focus on imparting quality education but also should give importance to equip the students with knowledge, leadership qualities, moral values, personality development & other skills to face the present day challenges. The vision can be achieved with the real commitment, involvement & dedication. With the goals set, monitored well & executed in a time bound process with utmost care fulfills the vision.

MISSION: Our mission is to sustain contents & creativity besides stimulating proximity & participation. We feel it to be fundamental to wake up the young students to the hard realities of life & the highly competitive scenario which is fast emerging & limiting the opportunities. We wish to guide them to gain supremacy in a stiff & highly competitive environment. We train them to acquire the skills needed for precise planning, positive placement & prompt pro activity.

- To cater to the academic needs & also instill values, morals & a code of conduct that enables the students to gain an appealing & full-bodied personality.
- To execute the curriculum of CBCS system that imparts knowledge to have an edge in the domain discipline, while providing an ambit for practical exposure.
- To facilitate learning beyond the classroom while instituting various cells, clubs & committees & anchoring the activities that Strengthens the quality of institution.
- To bridge the gap between academics & industry, & also foster preparedness for innovation & creativity.
- To build a strong network through its student council & alumni network by leveraging the growth of the institution.

The following are a few of the initiatives through which the institution builds governance that indulges a futuristic plan

IQAC & Governing Body: The College IQAC & Governing Body are statutory wings that function as pillars to guide the college in all administrative, academic, value-added & societal endeavors for making the institution synonymous with a comprehensive knowledge center with a human touch. Members from industry, academia & corporate field represent these support systems to provide inputs for an effective & smooth functioning of the college.

Principal's forum with HODs: An open forum is held every week with the Principal, Vice Principal & HODs of various departments to discuss all issues related to academic, non-academic & administration. The HoDs represent their faculty & all planning, discussions & decisions taken in the forum are recorded in the 'Minutes of the Meeting' & are conveyed by the HoDs to the faculty members & the same is

recorded in the Departmental Minutes file.

Committees/Cells Forum: The committees & the cells stand as the support pillars to liaison the academic, co-curricular & extra-curricular events of the college. Apart from the various mandate cells & committees proposed by the university, the college has certain committees like the Academic Committee, women empowerment cell & others to complement the process of complete education.

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization: In accordance with the policy of decentralization adopted by the management, both teaching and nonteaching members are adequately represented in the Governing Body of the college and their opinions are sought in making and implementation of different policies. Apart from the Governing Body meetings, sub-committees like IQAC, Academic committee, Examination subcommittee, Students' Support and Progression committee, Internal Complaints committee meet on a regular basis and help to formulate and implement the strategic plans of the institution. The responsibilities are defined and communicated through face to face meetings with the non-teaching staff members of the college as well as by notifications

- The college gives freedom to all individual departments to decide the distribution of workload, preparing & scheduling of the teaching/ lesson plans, deciding on the pedagogy of teaching, student assignments, paper setting and its evaluation and assessment.
- Regular meetings are conducted wherein issues related to the day-to-day functioning and other operational issues are discussed and solutions are sought in a very democratic manner.
- The staff are encouraged and empowered to discuss and/or recommend various measures for the overall improvement of the Institution.
- Periodical Review meetings are conducted both department wise as well as committee wise for obtaining feedback on various activities.

Case Study: The college adheres strictly to the policies of attendance prescribed by Osmania University. To make continuance and provisions of attendance policy effective, robust, transparent and smooth, a 'Discipline Committee' is formed choosing members stream-wise like Commerce, Management, Physical Science and Life Science. The college communicates all rules & guidelines pertaining to attendance to the students through SMS systems.

The following are the objectives and policies of the committee.

- Cross-checking updating of attendance regularly in the registers and also monitoring updating them fortnightly in the class attendance registers
- Preparation of a comprehensive report on the status of attendance of each class with the help of faculty and student in-charges.
- Holding discussions and analyzing the comprehensive report with the Heads of concerned Departments, teachers and students.
- Monitoring the reasons on absenteeism and verifying the genuineness of the reason
- Cross-checking sending of attendance status of students through regular and registered posts to the

parents and also sending attendance status regularly through SMS class-wise.

- Holding regular meetings with the parents in the presence of HoD, Principal, and Section-in-charge
- Preparing a case sheet by each faculty in-charge where students are problematic with a view to have the document available for reference.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Perspective/Strategic Plan: Persistent changes in the education system are very apparent, and the teaching and learning practices do not accommodate a robust and multidimensional approach towards bridging the gap between academics and industry.

The following are a few of the strategic plans of the institution:

- To aim at making the institution seek a place on the national and international map by building a robust network through students and the learned society.
- To strive to attain excellence by securing an outstanding position in the ranking system through NAAC, NIRF and other ranking bodies.
- To gain sovereignty in the near future by benchmarking its modus operandi in teaching, learning and extension activities.
- To build a strong community through alumni network and leverage the same for mutual growth.

The institution focus at bringing its approach towards imparting education that is multifaceted Avanthi's Continuous Evaluation System(CES) is one such endeavor.

Objectives of CES:

- To assimilate knowledge, skill and attitude through participatory learning and continuous evaluation process.
- To nurture every student, to attain a multifaceted personality by making them realize the latent talent.
- To measure the potential of a student in academics, extra- curricular, projects, social initiatives, etc.

Implementation Procedure:

The college has a well defined system which awards grade points to students who involve in various activities. Based on this, every section in-charge gives the credit points to each and every student of their class depending upon the involvement of the student in activities at various levels and fields like co curricular, extra-curricular, Sports, NSS, Social activity etc. The students are given a proforma to submit the activities in which they are involved after getting it endorsed by the respective facilitator/ coordinator/convener of the event or activity concerned every month.

The complete procedure is totally transparent and robust. At the end of the academic year, the college

selects the best performer and honors the student based on the cumulative score, and they are rewarded with certificates and medals on the 'College Annual Day'.

Outcome: The above process encourages competitive spirit amongst the students. Students' testimonial has gained great mileage by participating in all academic, extra and co curricular activities at the state and national level. The process also gave them scope to indulge in community development activities and gain enterprising skills.

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

MANAGEMENT

GOVERNING BODY

IQAC   **PRINCIPAL**

VICE PRINCIPAL   **AUXILLIARY SUPPORT SYSTEM**
ADMINISTRATIVE SYSTEM

　　HOD   **EXAMINATION CELL**   **ADMIN OFFICER**

                                                RESEARCH & DEVELOPMENT CELL   **NON-TECHING STAFF**

                                                PLACEMENT CELL
ACCOUNTANT

FACULTY **ADMISSION COMMITTEE** **HOUSE KEEPING**

PHYSICAL DIRECTOR

LIBRARIAN

STUDENT COUNCIL **SC / ST CELL**

ALUMNI NETWORK **NSS** **MINORITY CELL**

OBC CELL **OTHER COMMITTEES**

ANTI-RAGGING COMMITTEE

STUDENT GRIEVANCE CELL

INTERNAL COMPLAINT COMMITTEE

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The Avanthi Degree & PG College meeting was convened once in every semester. Various decisions were taken for the improvement of the institutional process, academic and administrative activities and suitable resolutions were passed for the improvement and implementation of various academic performances and provision of faculty welfare schemes.

Class review committee meetings and individual student feedback is taken on syllabus coverage,

quality of teaching, lab facilities and any other academic issues. The various cells, committees, clubs are instituted that endeavour collectively for an effective and smooth functioning of the institution.

The purpose of these bodies is also to strive towards imparting education in a hassle free and safe zone. The administration is also smooth while indulging these committees and cells through cross sectional communication and the Anti-Ragging Cell is one such endeavour that has been formed for students to feel confident and safe to study in the institution.

Anti-Ragging Cell

The Anti-Ragging Cell in the college is constituted according to the Osmania University Anti-Ragging policy & also as per the instructions of the Governing Body & IQAC of the college. The committee is formed as per the directives of Osmania University, consisting of Principal, Vice Principal, Heads of Departments, senior faculty, Police official.

Implementation:

The students are educated by the cell about the offence they are pliable to if they indulge in any ragging activity. The students are made to take a pledge that they will not be involved directly or indirectly in any ragging activity. The college also organizes an orientation programme for one week in the beginning of every academic year before the induction programme educating about various academic & non-academic activities and one of the parameters is anti-ragging. The anti-ragging squads are on the move to curb any untowardly incident. Apart from this, the faculty members impart inputs on code of conduct and behavior, and also continuously counsel both juniors and seniors.

With strict surveillance and vigilance implemented, the college feels proud to state that 'A Ragging Free Zone has been created.

Outcome:

The college has created a healthy ambience for learning and interaction. Students are on-guard about the repercussions of indulging in the ragging activity. The first years are made to feel inclusive of the system as a safe and secure environment is created. The vested sense of responsibility in the seniors entails participation towards building an institution with rich moral values.

6.3 Faculty Empowerment Strategies

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

Response:

The College supports in part or full, the financial needs of Teaching and Non-Teaching Staff members and extends the following benefits and welfare measures.

Welfare measures in terms of monetary benefits

- All the teaching staff are covered under Employees Provident Fund Scheme and non-teaching staff under ESI scheme
- Supporting faculty for attending National and International conferences, Workshops and Refresher

- courses in various reputed institutions
  ○ Providing financial aid for medical treatment
  ○ Leave with pay for both teaching and non-teaching staff for their marriage.
  ○ Yearly appraisal system with increments and allowances as per the performance of faculty members.
  ○ Retention Allowance has been implemented for all teaching staff who have put in a minimum of 5 years of service.

Welfare measures in terms of kind

- ○ Encourage faculty to take up research projects and consultancy works
- ○ Extending support for the faculty by providing **ON DUTY** to pursue their research and project works
- ○ Providing timely training to all the staff.
- ○ Vacation leave and Maternity leave benefits to both teaching and non-teaching staff.
- ○ Sabbatical leave for professional development of faculty members to pursue higher studies.
- ○ Internet Lab and library facilities freely available.

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

Response: 3.51

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	3	2	2	5

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document](#)

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

Response: 1.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	2	1	2

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 1.42

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	2	2	3

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

- The institution has a well-structured **'Performance Appraisal System'** with an intention to keep consistency and improvement for all academic, non-academic and administrative purposes.
- For academic purpose, it conducts review operations periodically through **IQAC** that gives information on the syllabus completion, faculty teaching methods, teaching aides used, catering to slow and above-average learners, faculty competency levels, student discipline, involvement in administrative activities etc.

- By the end of the semester/year an 'Online Feedback' is taken on the faculty from students to gauge the understanding and comprehension levels of the students, catering to their performance in academics.
- The faculty are rated on the following parameters:
- Knowledge Factor
- Ability to impart knowledge
- Command over Class
- Verbal Ability
- Based on the feedback received on faculty, a review session is held by the Principal by the end of the year with the Heads of the Departments and faculty of each discipline.
- Data collected is scrutinized thoroughly and faculty ranking and departmental ranking is done.
- The feedback letters along with Departmental Ranking is given to the concerned departments. The rating also reflects a comparative analysis of the faculty's performance in the previous semester / year.
- The top ten faculty of the college are acknowledged with appreciation letters and certificates as an act to sustain the efforts and practices of good teachers and also to aim for continuous improvement strategies.
- To run the educational programs smoothly and efficiently, the support system vis-à-vis the administrative and non-teaching staff are also rated periodically.
- Constant feedback from students, administrative officer, faculty and Principal catering to various needs like admission process, support during examinations, maintenance of accounts, applying for Transfer Certificates, issue of Memorandums of Marks, provision of support equipment for various purposes are taken into consideration .

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal and external financial auditing has been recognized as an important function of an institution. Such investigation is considered essential and in order to provide useful feedback to the management of the institute, it regulates and facilitates the development of future policies and acts to strengthen its administration.

The role of the Internal and External financial audits of the Institute:

- To ascertain whether financial transaction is being managed properly in accordance with the accounting standard.
- To evaluate the operation of the agency in terms of efficiency, effectiveness and economic benefit.
- Provide the Head of the Institution, an independent report on a timely manner, with a view to make economic decision and channelize proper usage of funds.
- Regular auditing has helped the institute to monitor and evaluate the effectiveness of the organization's risk management system.

The institution has developed strategies for mobilizing resources and ensuring transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

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

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)

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

Response:

- The tuition fee collected from the students is the major financial resource for the college.

- Student entrepreneurs are encouraged to contribute for the students welfare programs and events conducted by the institution.
- Alumnus entrepreneurs also help in mobilizing resources.
- Grants in kind such as venue, accommodation for the resource person, guests, dignitaries for conducting events and programs are invited.

- The college hosts several exams and the funds received are recorded and maintained.
- The institution funds for organising seminars, workshops and developmental training programmes.

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

Response:

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

- The institution has formed Internal Quality Assurance Cell (IQAC) in as per rules and guidelines made by NAAC.
- The main aim and policy of IQAC are quality enhancement, quality encouragement and quality sustenance in all academic and administrative activities.
- IQAC takes care of academic aspects, such as curricular aspects, teaching learning process, evaluation, academic audit and extension of community activities.
- Different committees have been established to support IQAC activities and to maintain and enhance the quality assurance in the institution. In these ways, IQAC contributes in institutionalizing quality assurance process and progress.
- Every year the IQAC prepares Annual Quality Assurance Report and submits to the NAAC.
- IQAC organizes meetings with stake holders like management, staff, non teaching staff, students? alumni, experts and industrialist.
- The IQAC discusses to enhance quality assurance in all fields.

02. Enhancement in Quality Assurance, Quality Encouragement and Quality Sustenance in all Academic Activities:

- Quality enhancement in the academic performance of the students creates lotØ of job opportunities for all out gone student of the institution.

- IQAC has made significant contribution to improve the facilities in all areas of the institution. IQAC evaluates the academic quality of the institution and academicØ performance of staff and students progression and infrastructure facilities, like well equipped lab and improving modern internet facilities in library.

- The internal quality assurance has contributed more in enhancing qualityØ assurance, quality encouragement and quality sustenance in all academic performance of all departments. Quality advancement in the eminence and efficiency of all faculty members.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

- Keeping in view the Vision and Mission of the institution, the college facilitates a meticulous

  academic plan for the execution of the curriculum prescribed by Osmania University. In the

  process, it prepares an 'Academic Year Calendar' on the lines of the almanac sent by the

  university.

- Initially, a meeting is held at the beginning of the academic year/semester by the Principal and Vice Principal for all the Departments to decide on the various proposals for the forthcoming year/semester.
- Every proposal of each department is discussed in detail considering a review of the previous

  academic calendar, feedback of the Head of the Departments, feedback of faculty and also of

  the students through students council

- Taking into consideration the feedback from the IQAC, further discussions are held by the Head of the institution and Heads of the Departments for allocation of the course, faculty-wise, according to their expertise and experience.
- Allocation of the course is also done keeping into account the feedback report on each faculty.

Methodology of Operations and Monitoring Learning Outcomes:

- A comprehensive lesson plan is prepared keeping in view the curriculum, discipline wise keeping in view the credit points and the allotted number of classes for each course.
- Also elaborate discussions on approaches to teaching learning process are initiated. The lesson plan also ensures a detailed teaching methodology that reflects the course objectives and outcomes.
- The IQAC ensures that the lesson plans are given to each faculty class-wise to facilitate a centralized teaching and learning process. The lesson plans are verified fortnightly by the Head of the Departments and the same are submitted to the Vice-Principal and Principal in the form of **'Syllabus Completion Report'.** This enables an effective teaching pattern with immense scope for implementing creative teaching techniques.
- The **'Teaching Dairy'** is also given to the teachers to give relevant information on the lessonstaught.
- The IQAC monitors the lesson plans, teaching dairies and syllabus completion reports periodically for ensuring meticulous implementation of the curriculum.
- All the above review activities in teaching learning process and methods of regular process have developed remarkable impact and outcome to improve the quality assurance in teaching learning

process.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	00	00	00

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post**

accreditation quality initiatives *(second and subsequent cycles)*

Response:

ICT AIDED TEACHING

- The use of ICT tools in education and training has become part and parcel of the Teaching learning process. The institution adopts ICT enabled teaching learning process through the LCD and OHP projectors.
- The teaching learning process has been enhanced by giving assignments, classØ seminars, interactions and group discussions among the students

- The adoption of ICT way of teaching has shifted the role of a teacher from an instructor to that of a facilitator.
- ICTs are used as tools to help teachers create more 'learner-centric' learning environment. ICTs are used to reinforce existing pedagogical practices as well as to change the way teachers and students interact.

CCTVs

- Our college campus is equipped with CCTVs to reduce misdemeanor and have a safe and conducive environment. It helps in monitoring and keeping track of activities taking place in the college premises.
- CCTV surveillance helps in keeping a check on issues such as graffiti, vandalism, indiscipline behavior and unwanted visitors.

REMEDIAL CLASSES

- Remedial classes are conducted for slow learners who are lagging in academic performance to shore up their basic skills and help them catch up with their peers.
- The slow learners are given special attention by the teachers to make them understand the lessons and score well in the examination.

WOMEN EMPOWERMENT CELL

- The Women Empowerment Cell was built-in with an objective to create an environment where women can make independent decisions in their personal development as well as professional life.
- The initiative was taken to empower young girls to be assertive and guard themselves better, through self-defense techniques.
- Workshops, seminars and activities are conducted for students and faculty to develop confidence, promote independent thinking.
- Professional counseling is constantly given to students that would help them take right decisions in life.
- Some of the programs conducted were on: Security for women , managing stress and work life balance, cyber-crime and women safety.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 7

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	2	2	1

File Description	Document
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2

1.Institution shows gender sensitivity in providing facilities such as:
    1.Safety and Security
    2.Counselling
    3.Common Room

Response:

1.Institution shows gender sensitivity in providing facilities such as:

1.Safety and Security

2.Counselling

3.Common Room

Avanthi Degree & PG College being Co-education college is always perceptive and considerate towards social problems pertaining to the girls taking admission to the college and is always concerned with their betterment and social, political and economic empowerment.

Safety and Security:

The institution gives utmost priority to safety and security of students and staff and ensures a proper system in place so that both the genders feel safe and free to pursue their educational interests. The following initiatives have been taken by the college to encourage gender equity.

- The institution has installed CC (Close Circuit) cameras at different places in the campus as well as in the class rooms for a strict surveillance.
- Committees such as the **Discipline Committee, Anti-Ragging Committee, Students' Grievance Committee** are lively and supervise continuously for a hassle free and conducive atmosphere for learning. As girls from each section appointed as girls representative , it drives a sense of responsibility towards building and sustaining a secured environment.
- The **Student grievance cell** is a forum where equal preference is given to both the genders with a view to sensitizing them towards building an institution that is free from gender prejudices.
- The institution has a network with the police administration and conducts regular annual meetings at the beginning of academic year where talks on gender related issues, ragging and other anti-social elements prevailing in the society.
- The **Women Empowerment Cell** in collaboration with **SHE** teams Hyderabad has organized programs for all the girl students across the colleges in the twin cities on cybercrime and also on safety and defense mechanism techniques.
- A senior and experienced gatekeeper
- All the electrical switch boards, air- condition machines, fans and tube-lights serviced regularly
- Fire Extinguisher placed in every floor
- Separate washrooms for the students in every floor
- Separate washrooms for the male and female teaching and non-teaching staff
-

- The college has established a **Counselling Cell** which includes both Personal as well as Professional Counselling to the students.
- Personal Counselling provides an opportunity for teachers to explore students behaviour and concerns in a supportive environment. The section- in-charges would function as counsellors for issues on a day-to-day basis at the class level. When it is identified that the issues/ concerns of the students need professional handling, they would be referred to the Professional counsellor, where cross talks and interaction would help towards a possible solution.
- Students come for Counselling when they are dealing with stress, losses, difficultrelationships, feeling unsecured or depressed, rake pressure, lack of ability to cope with academics, impractical expectations of the parents/ teachers and many others.

Common Room

- Student Representatives: Gender is not the measure for selection of students as captains. Effective leadership, ability to handle responsibilities and right attitude are the measures based on which students are selected.
- Placement Coordinators: Student placement coordinators are chosen based on their ability to work with the placement officer and act as a association between the placement committee and student community. Both girls are boys are chosen as members.
- Members of various committees and cells: Students as members of various committees and cells are chosen according to their commitment levels and nature of work.

NSS: Selection NSS volunteers is purely based on students' interest. No exceptional preference to the male students is given. However, during camps safety is ensured by the College NSS Nodal officers and also by student representatives through a strict surveillance.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 85800

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<u>View Document</u>

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 49.16

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 16.224

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 33

File Description	Document
Details of lighting power requirements met through LED bulbs	<u>View Document</u>

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

• **Solid waste management**

• **Liquid waste management**

• **E-waste management**

Waste management is primarily conducted by the Greater Hyderabad Municipal Corporation. The college has conducted Swachh Bharat programme under the tag Swach Abhiyan as apart of NSS programme.

Solid waste management: The huge volumes of solid waste is managed with the help of Greater Hyderabad Municipal Corporation who pick up the solid waste generated in the campus every day morning.

The reusable items collected from students and faculty are donated to a orphanage home Vatsalyam, an organization located in Nagole, Hyderabad.

Liquid waste management

The liquid waste generated in the laboratories are disposed off through proper channel.

E-waste management

E-waste corner has been set up where the college e- waste are collected from time to time. Awareness is generated among the students, teachers and the non-teaching staff to dump their personal e-waste into the bin. The Institution shall channelize proper disposal of electronic waste by sending it to organizations that

indulge in recycling E-waste.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting is a scientific technique towards conservation of rain water especially during rainy season and involves construction of certain scientific rainwater harvesting structures such as Recharge pits, percolation tanks, check dams, nala bunds etc.

These scientific RWH structures should be designed in areas of acute scarcity of water. The methods of R.W.H include:

1. Diversion of rain water accumulated on the roof top of a building through pipes into recharge pits/percolation tanks designed at ground level just before rainy season.

2. To limit the wastage of water assets and to enhance the ground water level, the rain water is coordinated into the water pit situated in the grounds

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Student, staff using

a) Bicycles : College provides a separate corner for parking the bicycles used by some of the staffs.

b) Public Transport: Most of the students, teachers and non-teaching staffs avail public transport for commut college. Since the college is located in the heart of one of the busiest place in Hyderabad, availability of satisfactory.

c) Pedestrian Friendly Roads: Since the college is located in one of the busiest area, pedestrian friendly roads are

Plastic free campus: The college is planning up to declare itself a Plastic Free Zone. As a future plan it will try t Telagana pollution control Board to generate awareness among the students, teachers and he non-teaching staffs of plastic.

Paperless office: The office staffs have been provided with adequate computers and commendable part of the d maintained through soft copies.

Green landscaping with trees and plants: The college is not having landscape garden. But indeed has several o the campus.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	00	00

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Report of the event	View Document

**7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

Response: Yes

7.1.13 Display of core values in the institution and on its website

Response: No

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: No

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: No

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 5

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

With a view to fostering the spirit of oneness and inculcating moral values among the students, our Institution constantly encourages in celebrating all National festivals, birth and death anniversaries of great men and important days. Following are the important festivals and occasions that we celebrate in the campus.

- Republic Day
- Independence Day
- Gandhi Jayanthi
- Ambedkar Jayanthi
- Srinivasa Ramanujan Jayanthi
- Sir Mokshagundam Visweswaraya Jayanthi
- Teachers Day
- Engineers Day
- Women's Day
- Yoga Day
- Ambedkar Vardhanthi

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Financial Transparency:

Before commencement of Academic Year, budget proposals were prepared by each department. Then it is brought for discussion in Governing Body Meeting to get approval. Budget is released as per the approval of the Governing Body Meeting, to all the departments. Every department in the institution will procure new things and improve the existing facilities

Academic Transparency:

Academic decisions have been taken in the respective departments relating to subject allocation, arranging guest lectures, organising seminars, and workshops.

- Conducting counselling for students by faculty advisors twice in a semester.
- Internal assessment of the students is evaluated in a centralized manner. The answered scripts are given to students after evaluation for the verification. Finally, marks will be sent to their parents/guardians.

Administrative Transparency:

There exists defined procedures for administrative activities such as – code of handbook for students and staff, code of ethics, centre for research and innovation policy, research promotion policy, consultancy promotion policy ...etc

Auxiliary Functions:

For smooth functioning of the institution, different committees are formed to carry out auxiliary functions.

The following committees are in function.

- Disciplinary committee
- Anti-Ragging committee
- Cultural committee
- Alumni council committee
- Admission committee
- Public relations committee
- Professional students chapter
- Internal Quality and Assurance Cell (IQAC)
- Grievances redressal committee
- Students club

- SC / ST Cell
- OBC Cell,
- Minority Cell

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice: 1

Title of the Practice : National Service Scheme (NSS)

Goal

The college has a strong NSS wing working under the NSS Cell, Osmania University. The institution promotes NSS for the all round development and character building of the students as well as to extend its activity at the community level. NSS is the platform for community service. The college has adopted the Abdullahpur met and Majidpur village for its extension activity. This is the remote village to which one the college belongs. Hence under NSS the college promotes extension work bringing together the campus and the community.

The college follows Regular Activity and Special Camp Activity to understand the

community in which they work and also understand themselves in relation to their community, identify the needs and problems of the community and involve them in problem solving and help them to develop among themselves a sense of social and civic responsibility. Such activities help them to gain skills in mobilizing community participation and practice national integration and social harmony.

The Context

The activities need to be scheduled as per the convenience of the girl student busy with the household chores. Sufficient mobilization is needed to introduce new ideas to the girl student as they lose interest very easily. Organizing health awareness programme is equally challenging as they seem to hold strong affinity to the age old misconceptions regarding female health pertaining to puberty and motherhood. The planning and designing of programmes need to be done accordingly.

The Practice

NSS through the Regular Activity and Special Camp activity involve the teachers, students and the dwellers of the Abdullahpur met and Majeedpur village in Health Awareness Programmes free eye check

up, Blood Donation Camp Tree Plantation Day, Skill development through workshops and formation Self-help Group. Through Swachh abhiyan Swachha Bharat Mission- keeping the college campus and surrounding clean through awareness generation.

Clean Campus Mission- Awareness Programme around the college campus and about how to keep the locality clean by using bins and discarding the use of carry

bags).

Surveys among the slum dwellers on health, education and environmental awareness. Awareness generation on E-waste and establishment of E-waste Corner Plastic-free campus and drive for introducing paper bags replacing plastic bags and earthen pots replacing plastic tea cups.

Evidence of Success

The community service extended to the villages has been has been rewarding.

The NSS cell for over many years has concentrated mainly on the skill development of the students. The students received certificates from MHRD for the Swachh Abhiyan programme.

Problems Encountered and Resources Required

The NSS Cell of the college has a separate committee with energetic young and senior teachers. The Programme Officer of NSS has completed Orientation Programme from the NSS Cell of Osmania University. The college authority extends all encompassing support. The committee takes decisions on regular activities and special camp activities through periodic meetings. The limited grant allotted by the Osmania University is a big constraint in itself. Apart from this sometimes the Volunteers find it difficult to encourage the female crowd to invest

adequate time in learning skills. This is mainly because the female crowd is either working as domestic helpers or are engaged in family chores and rearing up children.

Best Practice : 2

Title of Practice : Mini Convocation programme

Avanthi Degree & PG College has the culture of celebrating the Mini Convocation

following the procedural functions that sanctifies peak of all learning of the new graduates ready to explore new pastures.

Goals

To encourage students to the rolls of nobility list of the college and Osmania University by conferring them Degrees. Also to honour and assimilate all learning by presenting gold medals and certificates.

Context

All ideas were discussed with the resource people and the statutory bodies. The event design was prepared which took shape as to encourage the students. Categorization of awards and gold medals and the eligibility criteria were discussed as per the university policy.

The Practice

The Convocation records minute by minute procedural details and also assigns certain roles to the eminent guests from academics and industry and the Principal. The Chairman announces the graduates and confers the honours to the students. Gold medals are awarded to the top ten students of the college and also to the top ten achievers of each Program. The Chairman gives his 'Convocational Address' that provides a sense of accomplishment and motivation to the Graduates.

Evidence of Success

The gold medals and certificates are bonafide accomplishments to influence students higher education and placement pursuits. Graduates register themselves in the Alumni Association. A positive feedback is received on the sanctity of the event from the guests and students.

Problems encountered

Some students wouldn't attend because of time, travelling and other constraints. Reassigning roles to the guests in case of absenteeism of any of the guests just before the event begins.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The College essentially formulated vision and mission towards turning out aspiring graduates with some outstanding abilities and traits. Towards achieving this certain program out comes (PO'S) and Program Specific Outcomes (PSO's) are set for undergraduates. These PO's and PSO's are mainly centered towards student attributes like subject knowledge, problem scrutiny, modern tool usage, responsibility towards society, professional ethics, human values, communicative abilities, and team spirit.

As eventually the goal of the college is towards student aspects, the whole teaching learning process is made student centric. As part of this, students are allowed with certain welfare decision making in the teaching learning process and also made members of various committees which frame strategies and tenets regarding academic process and also about the welfare of students. In this process higher expectations are set for students goal recognizing and stretching the development levels is also possible through involvement of students .

Following is a list of distinctiveness of the Institution:

Student centric learning

Qualified, experienced and dedicated faculty

State-of-the-art infrastructure

Placement and training centre

Industrial visits and tours

Regular guest lectures by experts

Conducting Workshops

Organising National seminars

Free ICET coaching

Counseling and mentoring of the students

Faculty development programs

5. CONCLUSION

Additional Information :

The institution is ever striving to foster growth from a multidimensional viewpoint. Initiatives like Alumni Meet, 'Jhankruth'-The College Fest, 'Tarang'-- The College Annual Day, and other initiatives like innovative assignments, new clubs, infra-structural augmentation display the institution thriving for imparting quality education. Also periodical review meetings of the IQAC give ample scope to monitor and review teaching and learning outcomes, syllabus completion, attendance, examinations and results in a comprehensive and transparent environment. The institution promotes cordial student-teacher relationship, aiming to inculcate excellence in academics along with character formation. Placement of students in eminent multinational and national companies is evident while continuously working to mileage the success rate. A cosmopolitan culture is ostensible in the institution while students, teachers and non-teaching staff conglomerate and work collectively amidst the existing social diversities and cultural pluralities.

Concluding Remarks :

Observing in view the state, national and worldwide imperatives, the institution strives hard to create an ambience of learning and professional development for both its students and faculty through multiple endeavors. However, it has its students excelling in various entrepreneurial structures, social enterprises and research programs across the globe giving a boost towards producing human resources of a high quality. Balancing the existing social diversities while keeping an edge in education with its core values is still a challenge to combat with. Still, the institute strives tremendously to repeat its core priorities while emphasizing on creating a value-based knowledge contingent that makes the brand 'Avanthi' match to its vision and mission statements. Our endeavor towards NAAC accreditation demonstrates our drive towards seeking excellence while integrating knowledge creation and sustenance, skill development and attitudinal concerns, community service and social networking for an educational institution on par with the best standard

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Number of certificate/diploma program introduced during the last five years 1.1.2.1. **Number of certificate/diploma programs introduced year-wise during the last five years** Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
0	1	4	0	0 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
0	0	0	0	0	 Remark : The HEI was advised to attach University sanction for the Add-on programs. The HEI has the same courses in the regular programs. C++ (Code BS 2016) and OOPS using C++ in BCom program. Haematology is regular course under code BS 301 and so is Tally under BC 204. However MS Office which is general and Tally ERP as a special application S/W could be considered. The HEI was advised that the University permission was required for certificate programs. The HEI has not attached any letter of sanction of the university.
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
28	25	25	22	18 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
0	0	0	0	0	 Remark : The HEI was advised to provide names of the faculty on BoS or Academic council etc of Universities/ Autonomous Colleges/Other Colleges along with copy of the authority appointing. What the HEI has attached are some call for meeting. These are not the same as the authority appointing a faculty on its BoS. The HEI did not provide a consolidated table of faculty appointed on BoS or any other Academic body.

1.2.1	Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years 1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 1 Answer after DVV Verification: 221 Remark : The HEI has 39 courses in BBA (newly inducted program). In addition on shifting to CBCS the HEI has new schemes whereby new courses/changed syllabus courses have been introduced. These are detailed as attached with Metric 1.1 in response. https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/102881_2259id_dvv%201.1.pdf (attached with Metric 1.1 in response). BSc (CBCS) 08, BSc Computer +20, BSc Micro Bio 40, BSc Electronics 18, B Com 44, B Com (Computers) 39, BSc Biotech 13. In addition there are other programs where 2 to 3 courses have been changed.
1.2.3	Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years 1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
600	510	450	0	0 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
00	00	0	0	0	 Remark : The HEI has the same courses in the regular programs. C++ (Code BS 2016) and OOPS using C++ in BCom program. Haematology is regular course under code BS 301 and so is Tally under BC 204. However MS Office which is general and Tally ERP as a special application S/W are considered. The HEI as attached certificates showing the students having attended the courses with a third party. Certificate courses of outside party are not eligible under 1.3.2 (refer SoP) and the HEI does not have any certificate/diploma programs introduced year-wise during the last five years. The number of students enrolled in subject related Add-on program is hence is NIL for all the years.
1.4.1	Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise Answer before DVV Verification : A.Any 4 of the above Answer After DVV Verification: E.None of the above
1.4.2	Feedback processes of the institution may be classified as follows: Answer before DVV Verification : B. Feedback collected, analysed and action has been taken

	Answer After DVV Verification: E. Feedback not collected
2.1.1	Average percentage of students from other States and Countries during the last five years

2.1.1.1. Number of students from other states and countries year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
26	19	28	23	18

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
26	19	27	23	18

Remark : The HEI was requested to provide the name of the institute (and state) from which passed the eligibility qualifying exam. HEI to provide e copy of the last result (based on which the students has taken admission to this college) of the students admitted in 2017-18 ONLY. Alternatively domicile certificate copy or Adhaar copy signed by the principal could have been provided. The HEI has listed the students giving the name of the previous Board or college for the purpose of verification of the students from other States and Countries during the last five years

2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
736	328	767	792	807

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
342	205	378	387	384

2.4.2	Average percentage of full time teachers with Ph.D. during the last five years

2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	14	14	13	13

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

14	14	14	13	13

Remark : The HEI has attached PhD degree copy of which is dated jan 2019 and the notification of Dr Medireddi Srikumar is dated 22 May 2018 well after 2017-18 was over. Dr Radhakrishnan S has completed his Viva Voce exam of PhD in Jan 2019. The HEI has not attached PhD copy of M Prasadarao but only pre submission talk letter. As per the valid attached certificates.

2.4.3	Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers
Answer before DVV Verification : 15 years
Answer after DVV Verification: 1205 years

Remark : As per the HEI data attached with the Metric in response. The HEI has attached data of 124 teachers with total experience of 1205. The HEI input is average experience.

2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : The claimed certificates are not awards, recognition, fellowships at State, National, International level from Government, recognised bodies but from the local club. One award in a memento in regional language for which the HEI as not provided an English translation.

2.4.5	Average percentage of full time teachers from other States against sanctioned posts during the last five years

2.4.5.1. Number of full time teachers from other states year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
19	18	16	16	16

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

06	05	04	04	02

Remark : The HEI was requested to provide scan of the last awarded degree to the faculty from the other states in the AY 2017-18. Alternatively proof of residence, including Adhaar card scan was also requested to be provided. The HEI has provided year wise list of full time teachers from other states who were effective in the AY but neither the copies of degree nor proof of residence is attached. State of Telangana was carved out of Andhra Pradesh in June 2014 and Hyderabad is capital of both the states till 2014. Hence Teachers from States other than Andhra Pradesh Only have been considered.

3.1.2	Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides
Answer before DVV Verification : 2
Answer after DVV Verification: 00

Remark : What the HEI has contemplated is the faculty who completed their PhD. Dr Pratap Rudra and Dr Y R Ahuja may have completed their PhD whilst on employment rolls with the HEI but these are not teachers recognised as research guides at present.

3.2.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	5	3	7	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

Remark : The HEI had not attached any report or photographs with the Metric. The HEI was requested that Support document in the form of a report with photographs must be attached. The HEI claimed activities do not have proof in the form of reports amd photographs.

3.3.1	The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Answer before DVV Verification : Yes
Answer After DVV Verification: No

3.3.2	The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes

	Answer After DVV Verification: No Remark : The HEI had claimed awards which were not state, national and international recognition/awards. However the theme of the Metric is based on the policy. The HEI was advised to provide a copy of the policy, signed by the Principal and the Chairman, on incentives to teachers who receive state, national and international recognition/awards. The policy signed by the Principal was requested to be attached. The HEI was also requested to provide e- copies of the letters of awards and the E-copy of the proof of incentive that may range from Study leave to monetary and promotion benefit.

3.3.3	Number of Ph.D.s awarded per teacher during the last five years
	
	    3.3.3.1. How many Ph.Ds awarded within last five years
	    Answer before DVV Verification : 4
	    Answer after DVV Verification: 02
	    3.3.3.2. Number of teachers recognized as guides during the last five years
	    Answer before DVV Verification : 1

3.3.4	Number of research papers per teacher in the Journals notified on UGC website during the last five years
	
	    3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years
	    Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17	18	21	31	16

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
09	07	10	14	04

Remark : As per the HEI data atatched with the Metric in response. The HEI has attached ugc site weblinks Indicating the journal of publish and the time period.

3.3.5	Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years
	
	    3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years
	    Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	6	1	0	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

| 2 | 4 | 3 | 1 | 1 |

| 3.4.2 | Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years |

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	2	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	0

Remark : The HEI was advised to provide the names of the award and a copy of the award signed by the principal. It was clarified that awards to the institution could only be considered and not to the individuals. The HEI has attached attested copies of the claimed awards but all the awards of local in nature.. Only awards and recognition received for extension activities from Government /recognised bodies may be included. Copies of genuine claim if any may be provided under signatures of the principal. Only awards to the institution can be considered and not to the individual. Further these are for extension activities only.

| 3.4.3 | Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years |

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
9	9	5	7	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	4	4

| 3.4.4 | Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years |

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2603	2502	2080	1770	1507

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
88	00	00	00	00

Remark : The HEI did not mention the name of the scheme in quite many of the cases. In 2017-18 the students participating in extension programs through Telangana police department and Govt of Telangana are considered. The HEI did not attach, with the SSR, any supporting data as proof of the activities. The HEI was requested to attach reports signed by the coordinator and the principal for each of these. Photographs of the activities were also requested. The HEI has attached the same data as with the SSR which was not considered. The HEI did not provide Copy of circular/brochure/ report of the initiative/ photos of the initiatives/ news report published. The HEI was cautioned that in the absence of reports supported by photographs, the HEI would lose BENEFIT of Doubt in favour of the HEI. The HEI must attach data only in NAAC prescribed format for the Metric as an Excel file.

3.5.1	Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
9	2	4	2	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	01	01	01	01

Remark : The HEI was advised to provide valid valuable two way linkages on the LH of the other party specifying the date of commencement and completion of the linkage. The HEI was also requested to provide activities and gains from these linkages during 2017-18. In case the HEI maintains valid linkages with industry/ institutions of repute, e-copies of these linkages and related documents, indicating the start date and completion date of linkages may be provided, These have not been provided. There are no support documents.

3.5.2	Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with

ongoing activities to be considered)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	1	3	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	4	2	2	1

4.1.3	Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc 4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 14 Answer after DVV Verification: 04 Remark : The HEI has counted rooms with portable LCD. A mobile project is not part of the ICT - enabled facilities such as smart class, LMS, etc. As per the attached data containing 04 photographs of ceiling mounted LCD's.

4.1.4	Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years. 4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
41.75	41.83	47.35	38.84	38.92

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
40.44	40.72	44.9	37.38	37.97

Remark : As per the HEI data attached with the Metric in response.

4.2.6	Percentage per day usage of library by teachers and students 4.2.6.1. Average number of teachers and students using library per day over last one year Answer before DVV Verification : 686

	Answer after DVV Verification: 87
	Remark : The HEI did not provide any data/information in support of its claim of the number with the SSR. The HEI was requested to provide output and analysis of the automated system OR register entries. The HEI was advised to Provide (attested by the principal), E-copy/scan the log book entries of library users on 17 Feb 2018, 27 Oct 2016, 16 Mar 2017, 21 Nov 2017 and 24 Apr 2018. The HEI has provided a Non working Mega link of a different country that does not open.
4.3.4	Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS) Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : The HEI has shown SLR to be the compklete Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS). This is not so. The e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS) contains large number of mixers, filters balancing units etc.
4.4.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years 4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
383.20	360.66	386.98	362.94	400.81

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
30.29	28.46	29.95	31.24	31.47

Remark : As per the HEI data provided with the Metric in response.

5.1.1	Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years 5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
369	779	1297	1247	1201

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

409	809	1331	1314	1279

Remark : As per the data attached with the Metric by the HEI in response. http://www.avanthicollege.ac.in/wp-content/uploads/2019/07/5.1.1.pdf with pass word avanthibkp refers.

| 5.1.2 | Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
801	750	742	709	621

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

Remark : The HEI does not have a policy of scholarships, freeship. What the HEI has attached are the general concessions for securing higher admission. Scholarship or freeship would be on the complete fees and not Rs 1000/ |

| 5.1.3 | Number of capability enhancement and development schemes –

1. For competitive examinations

2. Career counselling

3. Soft skill development

4. Remedial coaching

5. Language lab

6. Bridge courses

7. Yoga and meditation

8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above
Answer After DVV Verification: C. Any 5 of the above
Remark : The HEI was advised to provide these on the Institutional website and provide specific |

link to each program/scheme mentioned in the Metric. Self attested copies of circular/ brochure or report of the event/ activity report were requested to be included. Ref to the Annual report for Pre-Examination Coaching centres was also advised to be linked. HEI was to provide enrollment details and minutes/report of each of the guidance for competitive examinations and career counselling etc offered. The HEI has not attached any photographs of the Language Lab. capability enhancement and development through Yoga does not arrive in ONE day Yoga. It requires continuous consistent and vigorous practice of Yoga.

5.1.4	Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
580	525	540	505	488

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	224	00	00	00

Remark : The HEI has attached large number of data of 2018-19 activities. Providing hall ticket does not imply the students has attended the activity and benefited the same. The hall tickets alone are not sufficient as proof. Only data of batch 1 considered.

5.1.5	Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
89	85	90	73	75

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

| 535 | 501 | 484 | 154 | 121 |

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
535	51	48	54	51

Remark : As per the HEI data attached with the response.

5.2.3	Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations) 5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14	 |---------|---------|---------|---------|---------|
1	1	0	0	1	 Answer After DVV Verification : 	2017-18	2016-17	2015-16	2014-15	2013-14	 |---------|---------|---------|---------|---------|
00	00	0	0	00	 5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14	 |---------|---------|---------|---------|---------|
8	5	6	4	2	 Answer After DVV Verification : 	2017-18	2016-17	2015-16	2014-15	2013-14	 |---------|---------|---------|---------|---------|
8	5	6	4	2 | Remark : Pass out working in govt organization is not the criteria os proof in support of the HEI claim of students having qualified in National /International competitive exams.
5.3.1	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) 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:

2017-18	2016-17	2015-16	2014-15	2013-14
5	6	5	10	13

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : The HEI was advised that Certificates of Merit, participation, awards at local level and medals in non-recognized events do not qualify. The HEI was requested to provide only genuine data. However all the certificates claimed are of participation and local. The HEI was requested that certificates at outstanding performance (only in sports /cultural activities at national / international level) to be signed by the principal. SYED KHAJA AZEEMUDIN took admission in the college in 2015 (roll No 1059-15-401-032) and completed his studies in 2018. The HEI cannot claim his awards won before joining the college.

5.3.3	Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
27	24	21	18	17

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	6	6	5

Remark : The HEI has attached the same certificates as in 5.3.1 which are claims of achievements. The claims also consist of a large number of Inter College activities and of Osmania University Competitions. The HEI has included alrge number of unrelated entries such as Anganvadi School function, veterinary fair, medicine distribution, digging canal (drain on school campus) by NSS etc etc. The HEI has attached only a few photographs or reports of its sports and cultural activities / competitions organised at the institution level year-wise during the last five years. As per the report attached and the gallery on the website the HEI has sports day every year. All Athletics are covered as one. Similarly dance/singing is one, painting/Rangoli/Cartooning/Mehdi is 01 and Drama/ Skit is 01.

5.4.3	Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	1	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	00	0	0

Remark : The HEI has attached report of only one Alumni meet of 2018. Various photographs are of the same meet. Data as per http://www.avanthicollege.ac.in/wp-content/uploads/2019/07/5.4.3.pdf with avanthibkp as password

6.2.3	Implementation of e-governance in areas of operation 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : As per the HEI data attached Examination and Students admission /support are from the University and Finance component is under S/w FOCUS. The Almanac component is not e-governance as no support for the same has been provided.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	5	2	4	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
10	3	2	2	5

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation

Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
27	26	17	10	16

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	2	2	3

Remark : The HEI was advised that One teacher attending one or more professional development Program in a year to be counted as one. The HEI was also advised to attach e-copy of the certificates issued by the agency conducting Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs at the end of the program. HEI to provide year wise, list of teachers with corresponding certificate of having undergone the program. Only data accompanied by certificates shall be considered. the HEI was requested not to include One day events as they are not part of this Metric. However the HEI has attached the same data with large number of one day programs. HEI data cleaned . As per the HEI data attached with the Metric in response.

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

6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2.28	2.23	2.28	2.48	2.45

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : The HEI was requested to attach attested Copy of the letter of the sanction of grants/funds and also copy of the HEI receipt issued (received by respective agency) as stated in the Metric. This has not been done. The HEI has provided a list. The HEI has Provide an extract of the audited statement showing clearly (high lighted) Grants received from non-government bodies, individuals, philanthropes duly certified and highlighted by Chartered Accountant and/or Finance Officer and counter signed by the principal but no receipt copies or audited sheets are attached.

| 6.5.3 | Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	2	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	00	00	00

Remark : The HEI was advised that Most of the listed items did not qualify as quality initiatives. Various initiatives qualify only when recommended by the IQAC (the relevant extract of minutes of the meeting to be attached). This has not been done. The HEI was requested to provide attested copy of the original register recording of the minutes of the IQAC signed by ALL the members and the principal. have been conducted repeatedly. The initiative is only at the time of induction. An activity is initiative the first time it is inducted thereafter it is repetition. Only introducing Career Guidance is considered as quality initiatives by IQAC . the others are all professional development programs covered under 6.3.3

| 7.1.1 | Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	2	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	2	2	1

| 7.1.8 | Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1.45	1.32	1.27	1.22	1.05

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

00	00	00	00	00

Remark : The HEI had not include details with the SSR. There were no photographs. Only values had been provided in a table. Audited expenditure sheet for green initiatives or invoices of suppliers of equipment/ service was requested to be included. Eveb in response the HEI has not provided any details of the initiatives, Invoice of purchase if any, and photographs of the installations etc. The HEI was requested to Provide the budget extract of audited statement specifically towards expenditure on green initiatives and waste management duly certified by chartered accountant. The HEI was also requested to provide signed copy of the Green audit report and any other supporting document in proof of same. The HEI website photographs does not exhibit and Greenery in the college. The HEI has not attached any data in support of its claim. The attached photograph of drainage system is not waste management. As per the HEI data attached with the Metric in response.

| 7.1.9 | Differently abled (Divyangjan) Friendliness Resources available in the institution: |

  1. Physical facilities
  2. Provision for lift
  3. Ramp / Rails
  4. Braille Software/facilities
  5. Rest Rooms
  6. Scribes for examination
  7. Special skill development for differently abled students
  8. Any other similar facility (Specify)

Answer before DVV Verification : C. At least 4 of the above
Answer After DVV Verification: D. At least 2 of the above

Remark : The HEI was advised to provide photograph of the rest room (toilet) showing the special features, if any, proving its friendliness with Differently abled (Divyangjan). This has not been done. The HEI was also to provide university letter/ rule showing availability of scribe and the rules for the same. This has not been provided. The HEI was requested to provide photograph of the ramps with a clear view of its use with college building in sight. All photographs to be geotagged. None of the photographs are geotagged, The ramp has no rails. Only Lift and ramp (even though not geotagged considered).

| 7.1.10 | Number of Specific initiatives to address locational advantages and disadvantages during the last five years   7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years |

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	00	00

	Remark : The HEI has attached some reports but none of the attached activities have been aimed in exploiting the advantages of the location. As per the Copy of circular/ brochure/ report of the initiative/photos of the initiatives report None of these are specific to the HEI location. These activities have been claimed by the HEI under NSS and NCC activities and cannot be considered here. Consumer protection laws awareness programme Plantation programme Clay Idols for Vinayaka Chavithi Awareness on Cyber Crimes Swach Bharath Blood Donation Camp are not location specific. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years hence is 00
7.1.11	Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere) 7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years Answer before DVV Verification: Remark : The Number of initiatives taken to engage with and contribute to local community as attached by the HEI have been addressed elsewhere in 7.1.1, 3.4.3 and 3.4.4. The HEI photographs are of the seminar hall activities whereas initiatives taken to engage with and contribute to local community would involve the local communities.

7.1.15	The institution offers a course on Human Values and professional ethics
	
	    Answer before DVV Verification : Yes
	    Answer After DVV Verification: No
	    Remark : The HEI has claimed to be offering course on Human Values and professional ethics as an Add-on Course. The list of Add-on Courses in 1.2.3 and 1.3.2 does not contain a course on Human Values and professional ethics. As per https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/102881_11741id_ADD%20ON.pdf Programming in C++, Tally ERP, Haematology, MS Office are the Add-on programs.

7.1.16	The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions
	
	    Answer before DVV Verification : Yes
	    Answer After DVV Verification: No
	    Remark : The HEI was advised to ensure that the Professional code prescribed by statutory body (AICTE/ugc or the University) is available in Web link of the HEI website. The HEI has not attached any Professional code prescribed by the statutory bodies in Web link of the HEI website till 27 Jul

7.1.11 table — Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

	2019. The HEI does not have a visible working link on its website leading to these regulatory bodies.
7.1.17	Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years 7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>6</td><td>5</td><td>4</td><td>3</td><td>1</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table>

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 11 Answer after DVV Verification : 339
2.1	Number of students year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2894</td><td>2932</td><td>3002</td><td>2984</td><td>2879</td></tr></table> Answer After DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2839</td><td>2870</td><td>2942</td><td>2970</td><td>2940</td></tr></table>
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: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>874</td><td>819</td><td>925</td><td>925</td><td>925</td></tr></table> Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
510	480	537	537	537

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
598	596	651	643	627

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
908	1055	984	960	826

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
124	126	128	128	127

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
124	126	126	126	127

3.2	Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
124	126	128	128	127

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
130	130	135	135	135

4.1	Total number of classrooms and seminar halls Answer before DVV Verification : 60 Answer after DVV Verification : 59

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
423.89	401.60	432.20	400.53	439.03

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
423.89	401.60	432.20	400.53	439.03