



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

KASTURBA GANDHI DEGREE AND PG COLLEGE FOR WOMEN

**KASTURBA GANDHI DEGREE AND PG COLLEGE FOR WOMEN, WEST
MARREDPALLY, SECUNDERABAD**

500026

www.kasturbagandhicollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1973, Kasturba Gandhi Degree & PG College for Women has emerged as a premier institution offering quality higher education in multidisciplinary courses. With the motto "Vidwan Sarvatra Pujyate" (A scholar is universally respected), the college is committed to delivering quality education to women students.

Strategically located in West Marredpally on a 3.85-acre campus, the college is easily accessible from all parts of the city. It is promoted by the Osmania Graduates Association, the largest alumni association in Asia, and the Exhibition Society, pioneers of education in the region of Telangana. This institution is one of the eighteen educational institutions supported by them.

The college has witnessed significant growth, with student strength increasing from 175 to about 3000 over the last 50 years with the students coming from diverse, socio-economic backgrounds. Currently, the college offers 22 undergraduate and 7 postgraduate courses affiliated with Osmania University.

Infrastructure development has been a focus, with three multistoried buildings housing ICT-enabled classrooms, labs, and seminar halls for a pleasant learning experience. The college has also invested in large computer labs to support computer-based learning and maintains well-equipped libraries, UG and PG, for knowledge acquisition.

Holistic development is emphasized, with equal importance given to physical fitness and sports. The college has open grounds for sports activities, and a hostel was constructed in 2017 to accommodate students from across the country.

The institution takes pride in its well-trained, committed, and experienced faculty who have been instrumental in delivering quality education for the past five decades. The vision and mission of the college reflect its purpose of empowering students to become agents of positive change.

Vision

" AN INSTITUTION CREATING WELL-INFORMED CONSCIENTIOUS AND SELF RELIANT AGENTS OF SOCIAL CHANGE ".

The motto behind the establishment of exclusive women institutions of higher learning lies in the fact that there were no facilities of higher education either for men and more so for women. Therefore, the need arose for roles for establishing one for transforming the social landscape in the region of Telangana of the united state of Andhra Pradesh. Our promoters believed that through education alone we can make an impact and bring a positive transformation in society in terms of:

1. Increasing the proportion of women in the workforce in all types of jobs.
2. To help their family and become independent decision-makers.

3. Contribute to societal well-being by sharing their knowledge and expertise.

To achieve this a culture of valuing discipline, perseverance, resilience, hard work, adaptability, and adherence to standards of ethical and moral behavior, mutual respect for people and the environment has been created.

Guided by the vision, the Institution has committed to producing qualified, skillful students who contribute to the well-being of society. This vision has remained unchanged since it is relevant across time.

Mission

“EMPOWERMENT OF WOMEN THROUGH CONFIDENCE BUILDING AND PROGRESSIVE LEARNING”.

The mission of our institution is to empower women through confidence-building and progressive learning. It serves as a guiding force for translating our vision into action. The focus is on building academic and "Collect" competencies among our students, encompassing Communication, Organizing, Learning, Leadership, Empathy, Career-building, and Teamwork.

To support students' career aspirations, we have created an ecosystem that includes capacity-building and skill-enhancement initiatives, as well as career guidance sessions. Soft skills are emphasized through classroom sessions, assemblies, and various activities. External organizations offer skill enhancement courses, while our faculty undertakes capacity-building initiatives.

We encourage Kasturba students to participate in sports and cultural activities at different levels. These activities shape their overall personalities and prepare them for future careers and life's challenges.

Our student induction program familiarizes students with the program's expectations and outcomes. The teaching-learning process is tailored to address individual students' profiles and addresses their learning and behavioral issues. Our faculty utilizes various pedagogical tools, such as experiential learning, participative learning, and problem-solving methodologies, to enhance the effectiveness and behavioral aspects of learning.

Our college promotes concern and harmony for all living beings, fostering tolerance and understanding. Through the "Nurture-Nature" initiative, we prioritize sustainable practices, including energy and water conservation, and maintain a green campus. We have implemented diverse eco-friendly initiatives, creating an environmentally conscious atmosphere. Our active NCC and NSS Unit instills patriotism, pride, and offers support to those in need during challenging times.

We take pride in our ability to transform socially, economically, and culturally disadvantaged students into capable and competent individuals through our commitment to affordable, accessible, and attainable education. A strong feedback mechanism, both formal and informal, is in place to review and take corrective action when necessary.

Our institution's goals are derived from our vision and mission statements, which emphasize value-based education, career orientation, life skills development, and community engagement. We strive to provide a holistic educational experience that prepares our students for success in their personal and professional lives.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Institutional distinctiveness: Affordability, Accessibility, and Attainability**
- **Best practices: "Nurture Nature" for environmental sustainability and "Think Right - Do Right" for quality and skill enhancement.**
- **Legacy and Inspiration: The institution's name instils a sense of history and values.**
- **Strategic Location: Situated in a spacious 3.85-acre campus in West Marredpally, a central area of the city, providing accessibility and convenience.**
- **Pedigree: Founded in 1973 by the Osmania Graduates' Association under the patronage of the Exhibition Society, showcasing a commitment to education and development.**
- **Strong Student and Faculty Base: Student strength of about 2,800 (UG & PG) and a committed and qualified faculty, fostering a vibrant academic environment.**
- **Diverse Academic Programs: Wide range of undergraduate and postgraduate programs, add-on and certificate courses, catering to different interests.**
- **Holistic Development: Along with academics, encouraging participation in extra-curricular and co-curricular activities.**
- **Well-Equipped Facilities: Sophisticated digital library, well-equipped laboratories, supporting research and quality learning experience.**
- **Sports Excellence: Promoting fitness and sporting achievements**
- **Hostel Facility: Providing a comfortable and supportive environment for outstation students.**
- **Vibrant extension unit: NCC and NSS units for students personal growth.**

Institutional Weakness

- **Transitioning towards ICT based education is not easy because of student's socio-economic background**

- **Covid-19 pandemic dampened the momentum of the college in its journey towards becoming autonomous**
- **Unable to offer interdisciplinary add-on courses in spite of having trained faculty because of lack of synchronization between UG & PG academic almanac.**
- **UGC not funding MRPs**
- **Unable to motivate staff and students to pursue research funding from funding agencies like UGC is a weakness**
- **Lack of awareness and access to funding for research**

Institutional Opportunity

- **Located in Hyderabad offers employment opportunities in diverse sectors IT, ITES, Health care pharmaceutical, Biotech etc.**
- **To collaborate with other institution and facilitate industry-institute interaction**
- **To offer online MOOC's courses because of faculty expertise**
- **Potential to tap into our alumni**
- **Strengthening the Research and Incubation Centre**

Institutional Challenge

- **Being non-autonomous leading to lack of academic flexibility**
- **Rise of ChatGPT and regenerative Artificial Intelligence tools likely to impact innovation and creativity among students**
- **Admission through centralized admission process is prolonging the admissions and denting the implementation of various activities**
- **Students socio-economic background impacting offering of add-on/certificate courses due to additional cost to students**
- **Traditional mindset of parents and students affecting choice of careers and placements.**
- **The uncertainty surrounding the implementation of NEP 2020 by the State Government.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The academic calendar is the blueprint for the delivery of various programs offered in the institution. Since our institution Kasturba Gandhi Degree & PG College for Women is affiliated to Osmania University, the institution has to adhere to the almanac issued by the University. In spite of this constraint, the institution devises its own plans to offer academic flexibility through add-on and certificate courses. These courses are periodically reviewed and replaced with much needed courses on contemporary skills for enhancing the student's personality and employability.

The institution has the necessary infrastructure in UG and PG libraries to offer MOOC programs using SWAYAM and NPTEL platforms. The students are encouraged to enroll in SWAYAM courses and SWAYAM coordinators enable the registration process of the students.

Supplementing the classroom teaching various experiential methods such as field trips, internships, and project works are employed to enhance their learning. Though the institution is focused on enhancing learning, it does not lose sight of imparting professional ethics, gender equality, human values, and environmental consciousness.

A strong feedback mechanism, both formal and informal, is in place to review and take corrective action where necessary, with regard to academic performance and the facilities available on campus. Formal feedback in a Google form was instituted to collect feedback from students. This form analyzes the feedback and forms the basis for initiating remedial action by the respective department heads, vice principal, and principal. In addition to collecting feedback from students, the institution is open to receiving feedback about the institution and its activities in general, from employers and alumni for improving the standards.

In conclusion, Kasturba Gandhi Degree & PG College for Women demonstrates a commitment to curricular aspects with effective planning, academic flexibility, curriculum enrichment, and a well-structured feedback system.

Teaching-learning and Evaluation

Kasturba Gandhi Degree & PG College for Women is an Institution that stands for providing accessible and quality education to girl students from diverse backgrounds. The Institution is not independent to admit students directly, subsequent to the introduction of Degree Online Services, Telangana (DOST), and Common Entrance Test. Students are enrolled through a centralized admission process both in UG and PG Programs. The low fee structure makes higher education affordable to economically disadvantaged groups. Under these circumstances, the teaching-learning process is a challenge where students and parents do not have the necessary exposure to higher education and its prospects. The student induction programme is used to orient students regarding the rigors of the programme and its outcomes. Thereafter each department takes up the responsibility to educate and emphasize on the programme and course outcomes during their entire period of study. The teaching-learning process adopted in the college is based on the student's profile and it strives to address the learning and

behavioral issues of the students. Different pedagogical tools are employed by the faculty keeping in mind the students' heterogeneity. To mention a few- Experiential, participative learning and problem-solving methods are some of the tools used to provide clarity to the course content undertaken in their respective programmes focusing on the affective and behavioral components of learning. The club activities, model building, chart preparation, and other participative learning methods offer the faculty an indirect method of assessing students on their course learning outcomes.

Internal assessment tests, assignments, projects, and lab work also constitute a direct method of assessing the course outcome. The mechanism of assessment both internal and external is transparent giving very little scope for grievance. However, there is a grievance mechanism in place to address any issues regarding academic concerns. These methods have consistently borne fruit and the results are an attestation to the healthy and conducive learning environment provided in the college.

Overall, the Institution's commitment to accessible education, combined with its student-centered teaching-learning approaches and robust assessment mechanisms, creates a nurturing environment that empowers girls from diverse backgrounds to thrive academically and realize their full potential.

Research, Innovations and Extension

The institution places a strong emphasis on striking a fine balance between academic research and extension activities. The faculty are encouraged to pursue research by acquiring a Ph.D and improving their qualification, publishing articles, and taking up research projects. The research activities are slowly picking up with the establishment of the Kasturba Integrated Research Centre(KIRC) and the Teaching Learning Centre(TLC).

The four entities on the campus; KIRC, TLC, Entrepreneurship Club & Institution Innovation Council (IIC) are tasked with creating a research and innovation ecosystem in the college. The KIRC was established with the intention to foster multi-disciplinary research in life sciences and act as an incubation centre for knowledge transfer. It has been moderately successful in achieving its objectives. The TLC launched in the year 2020, spearheads activities related to pedagogical innovations thereby enhancing the skills of the teachers to make the acquisition of knowledge more engaging. The infrastructure for research has been strengthened with the setting up of the IIC and a dedicated section for research-related literature with internet connectivity and the installation of SPSS software in the libraries.

The Entrepreneurial Club opened the doors for students to think beyond the classroom to nurture and monetize their talents. This Club nurtures students' talents, encourages entrepreneurship, and promotes giving back to society.

Recognizing the need for the all-round development of students, the college takes up many extension activities categorized into: 1) Self-sustenance and well-being 2) Societal duties and responsibilities 3) Respect and care for the environment.

Though the NCC and NSS units are at the vanguard of undertaking these outreach programmes , every department of the institution has its own appropriate sensitization programs.

These community engagement programmes provide opportunities for students to lend a helping hand to

the less privileged members of society, and to build empathy. Students who participate in these extension activities tend to not only develop a deeper understanding of societal problems but also use their education to come out with innovative solutions to positively impact society.

The institution's commitment to research, innovation, and extension activities drives knowledge advancement, social welfare, and student development.

Infrastructure and Learning Resources

Kasturba Gandhi Degree & PG College for Women prioritizes providing a comprehensive learning experience through its well-equipped infrastructure and learning resources. The institution campus is designed as a green and sustainable space, with sprawling grounds for events and sports activities. It features multiple blocks, including the main wing, MBA and PG block, sports block, and an auditorium with a 400 seating capacity. The institution provides advanced ICT infrastructure, including classrooms, seminar halls with projectors and smart boards, and a dedicated wifi for uninterrupted internet connectivity. A yoga center is available for students to learn and practice yoga. The institution also emphasizes extra-curricular activities and events organized by the literary and cultural committees, promoting critical thinking and talent development.

In terms of library facilities, the institution has implemented an Integrated Library Management System (ILMS) and subscribes to e-resources and Open Educational Resources (OER) repositories. The UG and PG libraries collectively house 55,000 books and provide access to academic journals and magazines. The institution utilizes various online platforms and memberships to enhance resource availability and facilitates access to e-books, e-journals, and academic resources.

Regarding IT infrastructure, the institution frequently updates its facilities, including computers, laptops, printers, and audio-visual equipment. Classrooms and seminar halls are equipped with LCD projectors and smart boards, enabling interactive teaching and learning. The campus is Wi-Fi enabled, with a dedicated internet connection, and the institution maintains a server room for IT infrastructure support. CCTV cameras are installed throughout the campus for surveillance and safety purposes.

Maintenance of infrastructure, both physical and academic support facilities, is a priority for the institution. Expenditure on maintenance is tracked and allocated to ensure the upkeep of the infrastructure.

Overall, Kasturba Gandhi Degree & PG College for Women demonstrates a commitment to providing a conducive learning environment with modern infrastructure, comprehensive library resources, and up-to-date IT facilities. The institution's investment in infrastructure and maintenance contributes to the overall learning experience and supports academic excellence.

Student Support and Progression

Kasturba Gandhi Degree & PG College for Women prioritizes comprehensive student support and progression. The institution is committed to guiding students throughout their academic journey, helping

them choose appropriate careers and pursue higher education. Through scholarships and funding from government agencies and philanthropists, the majority of students benefit from the fee reimbursement scheme, ensuring a low dropout rate. The college focuses on women empowerment, emphasizing pursuits of careers.

To facilitate career aspirations, the college offers capacity building and skill enhancement initiatives, along with career guidance sessions. Students acquire soft skills through classroom sessions and various activities. External organizations provide skill enhancement courses, while faculty members undertake capacity-building efforts. Department-specific career guidance sessions and interactions with professionals are also conducted. Librarians assist students in preparing for competitive exams, and the college's e-Samachar desk keeps them informed about job opportunities in the public sector.

In addition to academics, Kasturba encourages student participation in sports and cultural activities. These activities shape their overall personalities, preparing them for careers and enhancing life skills. Student placements have seen a steady rise, with students securing positions in reputable organizations across sectors such as IT, telecom, banking, finance, and more. The institution strives to provide an environment that enhances students' skills.

The college ensures comprehensive student support by offering scholarships, capacity-building initiatives, and career counseling. A transparent grievance redressal mechanism addresses student concerns, including cases of harassment and ragging. The institution tracks the progress of outgoing students, documenting their achievements in state, national, and international examinations. Student engagement is promoted through sports and cultural activities, acknowledged through awards and medals. The active Alumni Association, 'REMINISCENCE,' strengthens the institution by connecting alumni with current students, providing support, funding, guidance, and placement opportunities.

In conclusion, Kasturba Gandhi Degree & PG College for Women demonstrates a strong commitment to student support, progression, and alumni engagement. Through scholarships, capacity building, comprehensive guidance services, and an active Alumni Association, the institution empowers students to excel academically and personally.

Governance, Leadership and Management

Kasturba Gandhi Degree & PG College for Women demonstrates strong governance, leadership, and management practices aligned with the institution's vision and mission. The institution promotes decentralization and active participation in institutional governance, ensuring effective and efficient functioning.

The institution's governance structure includes a governing body comprising respected individuals from society, providing guidance and oversight to the institution. Strategic roadmaps are formulated by the governing body, and implementation is delegated to office bearers who work closely with the Principal and Vice Principal to execute policies. Decision-making follows a decentralized approach, involving various committees representing different aspects of institutional affairs.

The institution's administrative setup acts as a pillar of support, addressing student needs such as admissions, scholarships, and exam-related matters. A student council serves as a link between students and staff, representing their grievances and disseminating information. The institution also has a

grievance redressal cell to address individual concerns.

For faculty empowerment, the institution has implemented effective welfare measures and a performance appraisal system for teaching and non-teaching staff. Financial support is provided to teachers to attend conferences/workshops, and participation in faculty development programs is encouraged. These measures contribute to the professional growth and well-being of the faculty.

Financial management and resource mobilization are prioritized, with diversified income sources from the parent body, student fees, and government scholarships. Funds are allocated efficiently for capital and operating expenses. Regular internal and external audits ensure transparency and accountability.

For quality enhancement, the institution follows a three-pronged approach. Curricular activities are designed to achieve excellence in curriculum delivery, adopting models like Bloom's taxonomy. Co-curricular activities provide practical exposure and interdisciplinary learning opportunities, while extracurricular activities focus on social consciousness and talent development. The institution assesses learning outcomes through formal and informal methods and encourages student participation in various competitions and events.

Overall, the institution demonstrates strong governance, leadership, and management practices, ensuring effective institutional functioning, faculty empowerment, financial stability, and quality enhancement. The institution's commitment to its vision and mission is evident through its decentralized governance structure, student support services, faculty welfare measures, and strategic approaches to resource mobilization and curriculum enrichment.

Institutional Values and Best Practices

Kasturba Gandhi Degree & PG College for Women is dedicated to upholding institutional values and best practices. The institution focuses on gender equity, environmental consciousness, sustainability, inclusivity, and professional ethics. It has successfully implemented two best practices: "Nurture Nature" and "Think Right - Do Right: Quality and Skill Enhancement Activities." The institution's distinctiveness lies in its affordability, accessibility, and attainability.

Promoting gender equity is a key priority for the institution. It actively celebrates national and international commemorative days to raise awareness and foster a sense of empowerment among students. Over the past five years, the institution has initiated measures to promote gender equity, ensuring an inclusive environment.

Environmental consciousness and sustainability are core values embraced by the institution. It has implemented various initiatives to reduce its ecological footprint, including the use of alternate energy sources, energy conservation measures, and effective waste management. Water conservation practices with creation of a green campus further demonstrates the institution's commitment to sustainability. Regular quality audits validate the effectiveness of its environment and energy initiatives.

Inclusivity is another fundamental aspect of the institution. The institution actively promotes tolerance and harmony among students from diverse cultural, regional, linguistic, and socio-economic

backgrounds. Sensitization programs educate students and employees about their constitutional obligations and foster a sense of responsibility and social consciousness.

The institution's best practices exemplify its commitment to excellence. The "Nurture Nature" initiative instills a sense of responsibility for the environment among students. The "Think Right - Do Right: Quality and Skill Enhancement Activities" practice focuses on developing critical thinking, problem-solving, and practical skills essential for students' future success.

For institutional distinctiveness, the institution stands out in terms of affordability, accessibility, and attainability. It offers affordable fee structures and scholarships to ensure education is accessible to all. The institution focuses on delivering access and experience of competence and capacity building and equips its students with essential life skills to face life's challenges and builds national and social consciousness. Additionally, it provides a disabled-friendly environment.

The institution prioritizes gender equity, environmental and constitutional consciousness, inclusivity, and ethics and delivers values through its best practices and distinctiveness.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KASTURBA GANDHI DEGREE AND PG COLLEGE FOR WOMEN
Address	KASTURBA GANDHI DEGREE AND PG COLLEGE FOR WOMEN, WEST MARREDPALLY, SECUNDERABAD
City	Secunderabad
State	Telangana
Pin	500026
Website	www.kasturbagandhicollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P Sunitha	040-27802416	9912936524	-	kasturbapincipal@gmail.com
Associate Professor	Rajshree R	040-27707455	9948655008	-	drrajshree99@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Telangana	Osmania University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	02-05-2005	View Document
12B of UGC	02-05-2005	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KASTURBA GANDHI DEGREE AND PG COLLEGE FOR WOMEN, WEST MARREDPALLY, SECUNDERABAD	Urban	3.85	7901.217

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Life Sciences	36	Intermediate	English	50	37
UG	BSc,Life Sciences	36	Intermediate	English	30	27
UG	BSc,Life Sciences	36	Intermediate	English	30	20
UG	BSc,Life Sciences	36	Intermediate	English	80	79
UG	BSc,Life Sciences	36	Intermediate	English	50	43
UG	BA,Social Sciences	36	Intermediate	English	60	24
UG	BA,Social Sciences	36	Intermediate	English	60	13
UG	BA,Social Sciences	36	Intermediate	English	60	11
UG	BSc,Physical Science	36	Intermediate	English	30	0
UG	BSc,Physical Science	36	Intermediate	English	50	23
UG	BSc,Physical Science	36	Intermediate	English	30	0
UG	BSc,Physical Science	36	Intermediate	English	60	45
UG	BSc,Physical Science	36	Intermediate	English	70	62
UG	BBA,Commerce	36	Intermediate	English	60	60
UG	BCom,Commerce	36	Intermediate	English	180	180
UG	BCom,Commerce	36	Intermediate	English	180	99

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UG	BCom,Com merce	36	Intermediate	English	50	13
PG	MSc,Post Graduate	24	Under Graduate	English	48	47
PG	MSc,Post Graduate	24	Under Graduate	English	48	13
PG	MCom,Post Graduate	24	Under Graduate	English	48	14
PG	MSc,Post Graduate	24	Under Graduate	English	48	42
PG	MA,Post Graduate	24	Under Graduate	English	48	16
PG	MSc,Post Graduate	24	Under Graduate	English	39	39
PG	MBA,Manag ement	24	Under Graduate	English	120	120

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				0			
Recruited	0	0	0	0	0	1	0	1	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				6				89			
Recruited	0	1	0	1	0	6	0	6	0	89	0	89
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				70
Recruited	12	58	0	70
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	6	0	0	0	0	7
M.Phil.	0	0	0	0	1	0	0	4	0	5
PG	0	0	0	0	0	0	0	85	0	85
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	737	0	0	0	737
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	283	8	0	0	291
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	198	222	204	183
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	35	36	51	33
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	632	618	591	613
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	285	277	290	334
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	5	8	7	3
	Others	0	0	0	0
Total		1155	1161	1143	1166

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Kasturba Gandhi Degree & PG College for Women is well-positioned to implement the National Education Policy 2020 (NEP) based on its existing academic offerings and plans for the future. The college provides a wide range of courses in arts, science, commerce, management, languages, and career-oriented fields such as data science and nutrition. As the institution is gearing up for autonomy the college is equipped to offer combinations of multi-disciplinary courses with its well-qualified & committed faculty. A key focus for the college is to gain recognition as a research center and address societal issues. Although research activities are currently modest, the institution actively promotes</p>
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	research through co-curricular activities. This aligns with the vision of the NEP to encourage multidisciplinary research endeavors.
2. Academic bank of credits (ABC):	Regarding the Academic Bank of Credits (ABC), the institution is preparing to acquire the necessary technology for implementation once it receives permission from the affiliating university. This demonstrates the college's commitment to adapting to the new policy requirements.
3. Skill development:	The institution is in the process of working on skill-based value-added and certificate courses. Students are encouraged to enroll in a minimum of one and a maximum of three courses alongside their regular curriculum. The Faculty is also encouraged to enroll in Swayam courses, for their professional development. The institution places a strong emphasis on enhancing students' skills. The college identifies skill requirements and provides training in a graded manner, starting from basic to higher-order skills. A notable example of this approach is a student who wrote a poem inspired by "The Moon" and published it on Kindle Edition (Amazon), receiving acclaim. The institution will continue with such skill development practices.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution prioritizes value-based education, evident in its activities and practices. It actively promotes universal human values by implementing initiatives like plastic usage bans, water conservation through rain water harvesting pits, plantation drives, and vermi composting. These efforts foster environmental consciousness and sustainability. The college embraces cultural diversity and instills a sense of oneness and universal brotherhood among its students.
5. Focus on Outcome based education (OBE):	The institution recognizes the importance of integrating Indian knowledge systems into classrooms and offers courses combining subjects such as Sanskrit, history, statistics, commerce, and mathematics. The college is currently practicing Outcome-based Education (OBE) in a basic manner through lesson plans and learning outcomes and intends to organize Faculty Development Programs (FDPs) and workshops on OBE and teaching methodologies for a more structured implementation. As an institution readying to celebrate its golden

	jubilee the college is well prepared to implement the NEP.
6. Distance education/online education:	The institution is equipped to offer open and distance learning (ODL) and blended modes of learning in the future. The pandemic has provided an opportunity for the institution to transition to blended or hybrid modes of learning. This flexibility also allows the college to adapt during inclement weather or unforeseen circumstances.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institution stands committed to upholding the democratic values of the country. The formal electoral literacy club will be set up shortly. However, informally the institution already undertakes several measures to motivate the students to participate in the electoral process of the country. Activities that create awareness about voting rights, ethical voting and the 4 pillars of democracy are periodically conducted.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	We are in the process of creating the functional structure involving students' co-ordinator and co-ordinating faculty members for the ELC, that is representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	As future leaders and stakeholders in the democratic process, it is crucial that college students are actively engaged in voting. As part of electoral literacy, voter pledge and registration initiatives were undertaken to facilitate their involvement. These activities for electoral literacy initiatives create a sense of responsibility and accountability, prompting students to fulfill their commitment when election day arrives. Voter pledge drives are carried out on the college campus on the occasion of National Voters Day, along with educational sessions to inform students about the importance of voting, and their rights as voters
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in	The Department of Public Administration and Political Science conducted a 'Mock Parliament' on September 21, 2022. The students enacted various roles of members of parliament during this mock parliament session. This role play was instructive and

<p>electoral processes, etc.</p>	<p>allowed the students to understand the functioning of the Indian Parliament with specific reference to the legislative process of introduction, debate and discussion, and enacting of the bill into law. The mock parliament session discussed the NEP policy 2020. On 26th November - ‘The Constitution Day’ is celebrated to highlight the constituent assembly and is aimed at reiterating and reorienting the citizens towards the values and principles expressed in the Constitution and encouraging all Indians to play their rightful role in strengthening Indian Democracy. Each year a specific theme is discussed to inform the students regarding their rights, duties and responsibilities of being an Indian citizen. The college understands its role in propagating the democratic values and is in the process of streamlining and implementing the activities related to it.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Undergraduate students being first-time voters, the institution takes the onus to set up a registration centre on campus to facilitate registration into the electoral rolls.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3049	3030	2948	2744	2757

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 139

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
103	97	99	95	93

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
436.37	459.08	258.28	178.02	356.39

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The effective planning and delivery of curriculum are essential to ensure that students receive the best possible education and are equipped with the knowledge and skills required for their future careers. The Kasturba Gandhi Degree & PG College for Women plays a vital role in ensuring that this is achieved through a well-planned and documented process that includes academic calendars, continuous internal assessments, mid-term exams, workload allocation, teaching plans, and institutional timetables.

The institute is affiliated to Osmania University and strictly adheres to the curriculum proposed by the university under the Choice Based Credit System (CBCS). The institution follows a comprehensive process of curriculum planning and delivery, which begins with the issuance of academic calendars by the affiliating university for the assessment period. These academic calendars provide a framework for the academic year, outlining important dates such as the commencement of classes, holidays, internal assessments, and end-of-semester exams.

The institution follows the mid-term exam timetables given by the affiliating university for the assessment period. These timetables provide a schedule for internal assessments conducted during the semester, which is a vital component of the continuous internal assessment process. The mid-term exams help to identify any areas where students need additional support, ensuring that students receive the necessary guidance and support to achieve their academic goals.

To ensure the effective delivery of the curriculum, the institution follows a well-planned workload allocation process, which assigns specific responsibilities and duties to faculty members based on their areas of expertise and availability. Sample workload allocation documents are available, which demonstrate how the institution ensures that the workload is distributed fairly among faculty members and that they have the necessary resources to deliver quality education to students.

Additionally, the institution prepares teaching plans for each course offered, which outline the course objectives, learning outcomes, and teaching methodologies. These plans ensure that faculty members have a clear understanding of the curriculum requirements and can design their classes accordingly to provide students with a comprehensive and engaging learning experience.

To further support the effective delivery of the curriculum, the institution prepares institutional academic calendars that provide details on the scheduling of classes and other academic activities. These timetables ensure that classes are conducted at appropriate times and that students have sufficient time to prepare for assessments and complete their assignments.

Overall, the institution's process of curriculum planning and delivery is comprehensive and well-documented, ensuring that students receive the best possible education and are well-prepared for their future careers. The academic calendars, continuous internal assessments, mid-term exams, workload allocation, teaching plans, and institutional timetables provide a framework for effective curriculum planning and delivery, and the institution is committed to continuously improving its processes to ensure the best possible outcomes for its students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

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

Response: 32

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

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

Response: 51.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
1850	1908	972	1314	1441

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

1.3 Curriculum Enrichment

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

Response:

The affiliating university Osmania University is strategically designed to integrate cross-cutting issues in the curriculum to inculcate social and general awareness, professional competencies, ethics, human values, and sensitize students to environmental sustainability. The curriculum is designed to provide a comprehensive education that equips students with the necessary skills and knowledge to face the world's challenges. Apart from the curriculum, Kasturba Gandhi Degree & PG College for Women conducts numerous programs to impart knowledge relevant to these issues.

Ethics, gender parity, and environmental protection are foundational principles at our institution, reflecting our college's mission. Both the management and staff share the responsibility of instilling these values through various approaches:

1. Professional ethics: In the classroom, students are introduced to the expected standards of professional behavior. Lectures incorporate examples of ethical and unethical practices, with faculty emphasizing proper conduct and discussing misconduct and fraudulent practices. Topics such as the Companies Act, Accounting Standards, business laws, Consumer Protection Act, Advertising Standards, Marketing Ethics, and examples from physical and life sciences provide opportunities to enlighten students about moral and professional behavior.
2. Commemorative days: Department-specific events serve as occasions to highlight accepted professional practices and reinforce their significance.
3. Assembly sessions: Weekly assemblies offer an opportunity to reinforce the importance of practicing professional ethics, promoting sensitivity to all genders, and reflecting on environmental issues and human values.
4. Gender equality: At our women-exclusive college, we foster an environment that transcends gender differences. During orientation, students are praised for choosing higher education and are encouraged to broaden their horizons. The classroom, assembly sessions, and special events actively promote gender equality by highlighting accomplished women and inviting renowned female speakers. On International Women's Day, we showcase the achievements of prominent women in each department, allowing students to share inspiring stories of women achievers and their journeys.
5. Human values: Our institution strongly embodies human values such as honesty, commitment, compassion, and equality. We seize every opportunity to reinforce these values. Assembly sessions, with skits, speeches, and storytelling, serve as the largest platform for promoting human

values. The mandatory rendering of the national song and anthem at the beginning and end of each assembly session fosters national pride and consciousness. Classroom teaching also provides opportunities to inculcate human values through anecdotes, shared experiences, and discussions on global events in an informal manner.

6. Environmental issues: We believe that preserving and protecting the environment is an important human value. Therefore, we take systematic steps to instill environmental consciousness through our Environment Club-Vanavatika. Students take the lead in organizing events related to water conservation, ozone layer protection, forest conservation, and energy conservation. Initiatives such as promoting the usage of cloth bags, setting up composting and vermiculture pits, and practicing waste segregation actively involve students in environmental protection.

Through various curricular, co-curricular, and extracurricular activities, our college seamlessly integrates professional ethics, gender equality, human values, and environmental conservation. We strive to create well-rounded individuals who understand the importance of these principles and their role in shaping a better future.

File Description	Document
Upload Additional information	View Document

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

Response: 36.47

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

Response: 1112

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

1.4 Feedback System

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 85.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
1155	1161	1143	1166	989

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1525	1335	1275	1275	1185

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

Response: 48.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
666	653	632	589	553

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

2021-22	2020-21	2019-20	2018-19	2017-18
1433	1300	1232	1238	1146

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

2.2 Student Teacher Ratio

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

Response: 29.6

2.3 Teaching- Learning Process

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

Response:

Kasturba College focuses on students' learning abilities and knowledge assimilation, utilizing various pedagogical tools to foster an engaging and effective learning environment.

Experiential learning:

Guided by Confucius' philosophy of "I hear and I forget, I see and I remember, I do and I understand," our faculty employs experiential learning methods. These include club activities, projects, field trips, internships, and departmental lab work, adopted by all departments across the college.

Club activities, models, and charts:

The institution has 2 categories of clubs namely academic clubs on campus.

Academic clubs:

- **Entrepreneur club**
- **Consumer club**
- **Literacy club**
- **Sitemap club**
- **JIVIKA financial literacy club**
- **Bio club**
- **Nutri club**

Non academic club:

- **Environment club**
- **Cultural club.**

During the induction/orientation program, students are informed about the campus clubs and encouraged to enroll based on their interests. Faculty members head each club, enrolling students and leading activities throughout the semester

Some of the activities conducted by the club are:

1. **Sudoku**
2. **Earn while you learn**
3. **Best out of waste**

During club activities, students build models and create charts to enhance their conceptual understanding. These activities develop leadership, communication, time management, organizational, teamwork, and interdisciplinary skills. However, club activities were suspended in 2020 and 2021 due to COVID-19, and their revival in 2022 was slow due to social distancing protocols.

Projects:

Departments require mandatory project work where faculty guide students in project selection and execution, providing an opportunity to connect theory with practice and deepen understanding of the subject matter.

Fieldtrips:

Departments arrange field trips every semester to expose students to real-world situations

Internships:

MOUs between departments and organizations offer internships to students, encouraging them to gain practical experience through short-term placements.

Labs:

Science departments have compulsory lab work through the semester as stipulated by their curriculum. The lab hours are a part of their workload.

Participative Learning:

Peer group and collaborative learning foster a creative and interactive learning environment, enabling students to question, clarify, and exchange ideas. Various departments employ participative learning techniques tailored to their respective academic disciplines:

- 1. Group discussion**
- 2. Student seminars**
- 3. Poster presentation**
- 4. PPT's**
- 5. Subject related skit**
- 6. Local survey**
- 7. Guest lectures**
- 8. Workshops**
- 9. Conferences**
- 10. Debate**

Problem Solving Techniques:

Assignments, puzzles, exercises, case study, critical incident technique are some of the method used

to develop divergent thinking and analyzing the root causes of problems and come out with relevant solutions.

ICT Tools:

Common ICT tools used in teaching include Video Conferencing Tools such as Zoom or Microsoft Teams, and Presentation Software like PowerPoint or Google Slides. Other tools include Interactive Whiteboards, Educational Websites, Multimedia Tools, Online Assessments, Collaborative Document Editing, Learning Management Systems (LMS), and Online Learning Platforms like Khan Academy or Coursera.

At Kasturba Gandhi Degree & PG College for Women, we believe that integrating student-centric methods, experiential learning, participative learning, problem-solving methodologies, and the effective use of ICT tools are essential in creating a dynamic and enriching educational experience for our students.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 97.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
105	99	101	97	95

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

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

Response: 32.03

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise

during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
29	23	35	37	32

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

2.5 Evaluation Process and Reforms

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

Response:

Introduction:

Kasturba Gandhi Degree & PG College for Women is committed to upholding transparency and efficiency in our assessment mechanisms, both internal and external, as well as our grievance redressal system. These pillars are essential for fostering fairness, accountability, and timely resolution of student concerns.

Transparency in Assessment:

We recognize the significance of transparency in both internal and external assessments as it builds trust and maintains fairness among our students. Our internal assessment apart from the internal examination scheduled by the affiliating university, integrates various components, including class tests, tutorials, assignments, projects, and presentations. This holistic approach ensures a consistent assessment process throughout the semester, promoting transparency within our institution.

Regarding external assessments, we adhere to the guidelines set by the Controller of Examinations of our affiliated university, thereby promoting transparency at that level. At the beginning of each semester, our Principal, HODs, and faculty members brief students on the external examination

patterns, question paper formats, and university norms. Any modifications or updates issued by the university are promptly communicated to both faculty members and students through notice boards and other communication channels, ensuring transparency in the external assessment process.

Efficiency in Grievance Redressal:

Efficiently addressing student concerns related to both internal and external assessments is a priority for us. Our multi-tiered grievance redressal approach ensures timely resolution. Students are encouraged to first approach the concerned faculty members for internal assessment grievances. If unresolved, they can escalate the matter to the HOD or Dean Examination, and the Principal is available as the highest authority to efficiently address any unresolved internal examination issues. Similarly, for external assessment grievances, effective channels of communication have been established between the college and the university.

At the college level, our faculty members are dedicated to promptly addressing students' rightful concerns regarding marks obtained in both internal and external assessments. We facilitate timely communication, provide students with sufficient time to review their marks, and ensure that any errors or discrepancies are promptly rectified. This highlights our commitment to efficient grievance redressal.

Furthermore, we reiterate the importance of a well-defined process for handling grievances at both the university and college levels. Grievances related to external assessments, such as application forms, hall tickets, and question paper discrepancies, are promptly communicated to the respective university authorities. We provide opportunities for revaluation, recounting of marks, and even challenge valuation, if necessary, to ensure effective resolution of student concerns.

Conclusion:

Kasturba Gandhi Degree & PG College for Women prioritizes transparency and efficiency in internal and external assessments and our grievance redressal system. We implement transparent processes, provide comprehensive feedback, and adopt a multi-tiered approach to address concerns, ensuring timely resolution. Through clear communication and collaboration with university authorities, we build trust and contribute to student success.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the

institution are stated and displayed on website

Response:

Kasturba Gandhi Degree & PG College for Women, affiliated to Osmania University, places significant emphasis on defining, communicating, and evaluating Programme Outcomes (POs) and Course Outcomes (COs) to ensure the achievement of desired learning outcomes.

The college derives its POs from the education policy of India, aligning them with the essential learning outcomes associated with various programs of study. COs, on the other hand, are provided by Osmania University through their syllabus for each course.

To effectively communicate the POs and COs, several measures are taken:

Communication with Teachers and Students:

The HOD shares the POs with all teachers to assist them in planning their teaching lessons accordingly.

The COs provided in the university syllabus are clearly defined and displayed on the college website.

The course content, including the COs, is available for reference in hard copy format within the departments.

The CO-PO document is published on the college website for easy access.

Stakeholder Engagement:

Management disseminates POs in College Advisory Committee meetings.

Staff orientation programs educate newly joined staff members about the department's POs.

Orientation programs, workshops, and meetings with alumni, parents, and industry professionals are conducted to raise awareness about the POs.

Publication and Visibility:

Display boards in various locations, such as notice boards, HOD cabins, staff rooms, laboratories, and corridors, showcase the POs.

Department newsletters, magazines, and the college website also publish the COs, and POs for broader visibility.

Laboratory manuals contain printed information about the COs, and POs for easy access by students.

Evaluation of Attainment:

Direct attainment of POs and COs is evaluated through mid-semester and final-semester examinations conducted by the college and Osmania University, respectively.

CO attainment is assessed through assignments, seminars, viva voce, and oral/written tests.

Project review committees, models, charts, and presentations are used to evaluate analytical and creative thinking skills.

Indirect attainment is evaluated through graduate exit surveys, which provide feedback on POs.

Attainment levels are quantitatively measured, and PO-CO mapping is conducted to identify areas for improvement.

To conclude, the college employs a comprehensive evaluation process that includes university examinations, internal assessments, assignments, feedback evaluation, internships, and placements to measure the attainment of POs and COs. Regular communication, dissemination, and publication of the outcomes ensure that stakeholders are well-informed and actively engaged in achieving the desired learning outcomes.

File Description	Document
Upload Additional information	View Document

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

The college is conscious of the attainment of program outcomes and course outcomes and takes informal and formal measures to evaluate them. The institution has a well-defined and systematic process of collecting and evaluating the data on outcomes.

- Attainment of Course Outcomes for direct assessment is calculated from performance in

Internal Exams, External or University Exams, Assignments, Project reports and laboratories.

- **There is a mapping between COs with POs and PSOs. Based on the contribution, the direct attainment of POs and PSOs are calculated.**
- **There are Indirect assessment methods to calculate the attainment of POs and certain rubrics are formed to calculate the overall attainment of Pos.**
- **Few of the indirect assessment tools are Student feedback system, Professional body memberships and participation in such activities viz., co-curricular and extra-curricular activities, placements, lifelong learning achievements and social responsibilities.**

CO attainment calculation method for Internal Examination

Every question in the internal examination is mapped to one CO. attainment of that CO depends on the student's performance in that question. The process is described below and is done for all questions.

Na = number of students attempted the question

Ns = number of students who scored above 60% marks

X = % of students scoring above 60% marks = (Ns / Na)

1. If X > 50 and <= 60 CO attainment level is 1

2. If X > 60 and <=70 CO attainment level is 2

3. If X > 70 CO attainment level is 3

Similarly, attainment is calculated for all COs

- **Average of these attainments will give Course Outcome Attainment of the course, in Internal Examinations.**
- **If internal examination is conducted twice, then Course Attainment is the average of the both internal examination attainments.**

CO attainment calculation method for University Examination

University examination papers are not prepared by the institute and hence it cannot be mapped to

course outcomes. Therefore the overall pass percentage of the students in a given course will be used for attainment calculation, as described below.

If pass percentage is >50% and <=60% then CO attainment of the course is 1

If pass percentage is >60% and <=70% then CO attainment of the course is 2

If pass percentage is >70% then CO attainment of the course is 3

OVERALL COURSE OUTCOME ATTAINMENT CALCULATION:

75% of attainment in university examination + 25% of attainment in internal examination

For example

Attainment through university examination is 3

Attainment through internal examination is 2

Course Outcome Attainment = (75% of 3 + 25% of 2)

= 2.25 + 0.5

= 2.75

Program Outcome attainment Calculation:

1. Every course outcome of all subjects will be mapped to one or more PO.
2. All Course outcomes mapped to PO are tabulated and respective attainments are filled
3. Average of these attainments will give direct attainment for each PO.
4. Indirect attainment is calculated based on surveys which include student exit survey, employer survey, co-curricular and extracurricular activities.
5. PO attainment will be 80% of direct attainment + 20% of indirect attainment.

File Description	Document
Upload Additional information	View Document

2.6.3 Pass percentage of Students during last five years (excluding backlog students)**Response:** 84.42**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
973	948	863	711	841

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

2021-22	2020-21	2019-20	2018-19	2017-18
1098	1075	1024	859	1080

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.73

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 6.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1.4	0	0	4.735

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

The institution conducts research awareness and innovation programs to foster a culture of research and innovation, offering insights into the research process and the commercialization of innovative ideas.

The institution follows a well-defined R&D policy that provides guidelines and frameworks for research activities, ensuring adherence to ethical standards and promoting quality research outcomes.

The institution's commitment to research, innovation, and entrepreneurship is evident through its well-defined vision, leadership strategies, and efficient resource allocation. Recognizing the pivotal role of faculty development, the institution provides grants, sabbaticals, and mentoring to support the growth and expertise of its faculty members, fostering a culture of continuous professional and academic enhancement. By integrating research into student learning, the institution offers internships, and undergraduate research opportunities, and encourages participation in conferences, enabling students to gain practical experience and preparing them for future research

roles.

To facilitate research activities, the institution boasts robust infrastructure, including libraries, laboratories, and digital resources, which provide students and faculty with the necessary tools for their research endeavours. The institution also emphasizes data management and research dissemination, ensuring that the outcomes of research reach a wider audience. Encouraging collaborations with external entities, the institution seeks to broaden research horizons and promote interdisciplinary approaches.

Recognizing the importance of fostering an entrepreneurial mindset, the institution established the Entrepreneurship Development Cell within the Department of Commerce. This cell organizes annual activities under the motto "Creativity for a cause," offering students real-world business experiences and encouraging risk-taking. Through these initiatives, students are equipped with the skills and knowledge needed to succeed as entrepreneurs.

The Kasturba Integrated Research Centre (KIRC), launched in 2016, serves as a multidisciplinary research facility aimed at supporting innovation and knowledge dissemination. Faculty members act as mentors, actively engaging students in research and encouraging the submission of research papers. This collaborative approach nurtures a research-oriented culture within the institution.

The Teaching and Learning Centre (TLC), established in 2020, empowers the teaching community through innovation. It promotes independent, critical, and creative thinking among staff and students, focusing on producing quality human resources. The TLC conducts faculty development programs (FDPs), workshops, and training sessions, aiming to bridge gaps in the teaching-learning process.

In line with the objectives of the Ministry of Education, Government of India, the institution established the Institution Innovation Council (IIC) in 2022. The IIC fosters an innovation culture among all students and supports the transformation of their original ideas into prototypes. It has merged with the TLC, emphasizing improvement in teaching, learning, research, innovation, and entrepreneurship.

The institution houses an SPSS Lab, equipped with the Statistical Package for the Social Sciences (SPSS) software. This lab facilitates complex statistical analysis, assisting faculty and students in their research endeavours.

Through its commitment to research, innovation, and entrepreneurship, Kasturba Gandhi Degree & PG College for Women has created an ecosystem that nurtures creativity, fosters knowledge creation, and encourages the pursuit of excellence. The institution's initiatives, facilities, and programs reflect its dedication to empowering its members for leadership and impact in their respective fields.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years**Response:** 41**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
12	7	7	7	8

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

3.3 Research Publications and Awards**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.29**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
7	11	3	6	14

File Description	Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

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

Response: 0.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	7	8	7	12

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

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

Response:

Kasturba Gandhi Degree & PG College for Women actively engages in extension activities within the neighborhood community, focusing on students' holistic development and creating a positive impact. Over the last five years, the college has conducted various initiatives. Few representative activities are listed below:

- **UNNAT BHARAT ABHIYAN:** Capacity building and participatory training programs were organized for nodal officers of participating institutes. An orientation session was also conducted for staff members to create awareness about the program's objectives.
- **Online Services Awareness:** Students were sensitized to online services at a government school, including railway reservation, Aadhar card modifications, caste certificate applications, and bus pass services.
- **Community Connect Programme:** A visit was arranged to Nirmal Shishu Bhavan Orphanage, fostering interaction and understanding between students and the orphanage residents.
- **Special Olympics Bharat:** In collaboration with the National Institute of Mental Health, a dental and oral health camp was organized to serve rural communities.
- **VOICE 4 GIRLS Camp:** Students participated in activity-based camps conducted by VOICE, focusing on critical knowledge, spoken English, and life skills development.

- **Distribution of Sanitary Pads:** Sadhana Kutter in Ibrahimpatnam witnessed the distribution of sanitary pads, emphasizing women's health and hygiene.
- **Women's Day Walkathon:** Kasturba Gandhi Degree & PG College for Women participated in a Walkathon at Necklace Road, People's Plaza, along with the SHE Team, supporting women's empowerment.
- **Pulse Polio Drive:** The college actively contributed to the Pulse Polio Drive at UPHC, Bowenpally, promoting immunization and public health awareness.
- **Adventure Programme:** A one-day adventure program was organized by the Hyderabad Adventure Club, offering students an opportunity for outdoor activities and personal growth.
- **Women's Day Celebrations:** The college joined Telangana Citizen Council in celebrating Women's Day, highlighting the achievements and contributions of women.
- **Extension Program with DGNCC:** The college actively participated in launching the 2.0 version of the DGNCC App in collaboration with the AP&T Directorate, promoting digital engagement and awareness among students.
- **Fit India Freedom Run 2.0:** Students enthusiastically participated in the Fit India Freedom Run 2.0, promoting fitness and a healthy lifestyle.

Through these extension activities, Kasturba Gandhi Degree & PG College for Women fosters social consciousness, community engagement, and the overall development of its students, making a positive difference in the neighborhood community.

File Description	Document
Upload Additional information	View Document

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

Response:

Awards and Recognitions for Extension Activities

Kasturba Gandhi Degree & PG College for Women has been the recipient of numerous prestigious awards and recognitions for their exemplary extension activities. These accolades, bestowed by the esteemed government and government-recognized bodies, acknowledge the college's outstanding contributions and dedication to making a positive impact. Here are some of the notable awards and

recognitions received:

1. **Certificate of Appreciation as Best College under Swachh Rankings:** In October 2017, the Greater Hyderabad Municipal Corporation recognized the college as the Best College under the Swachh Rankings category. This award acknowledges their exceptional efforts in promoting cleanliness and the Swachh Bharat (Clean India) initiative.
2. **Certificate of Appreciation from ITC, Hyderabad:** The college received recognition from ITC, Hyderabad for their significant contribution to environmental protection in the year 2021. Their active involvement in ITC's recycling initiative called WOW, by contributing paper waste, showcases their commitment to sustainable practices.
3. **Certificate of Appreciation from Voice 4 Girls:** The non-profit organization, Voice 4 Girls, acknowledged the college for their valuable contribution to their project of turning 100,000 dreams into a reality in July 2022. This recognition reflects the college's dedication to empowering young girls through education.
4. **Mother Theresa Seva Puraskar Award:** The Telangana Citizen's Council honored the college with the prestigious Mother Theresa Seva Puraskar Award in September 2019. This award recognizes their exceptional service and commitment to society.
5. **Dr. Sarvepalli Radhakrishnan National Best Education Service Award-2020:** The college received this esteemed award in November 2020, acknowledging their excellence and talent in the field of education. It highlights their commitment to providing outstanding service to the academic community.

These are just a few examples of the numerous awards and recognitions received by Kasturba Gandhi Degree & PG College for Women for their remarkable extension activities. These accolades demonstrate the college's unwavering dedication to excellence, empowering women, and making a positive impact on society. Through their exemplary extension work, they continue to inspire others and contribute significantly to the field of education.

File Description	Document
Upload Additional information	View Document

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

Response: 56

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

last five years

2021-22	2020-21	2019-20	2018-19	2017-18
26	6	9	8	7

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

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

Response: 26

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

ABOUT COLLEGE

Kasturba Gandhi Degree and PG College for Women in Hyderabad is a renowned institution known for its academic excellence and affordability. Established in 1973, it aims to provide quality education to diverse sections of society. The college prioritizes a holistic learning experience by providing ample infrastructure and physical facilities for its students.

CAMPUS

The college has a sprawling facility designed as a green campus to promote sustainable living practices and environmental friendliness. The ground serves as a versatile space for hosting various events, including national events, sports activities, and NCC programs. With a focus on water conservation, alternative energy sources, waste management, vermicomposting, green belt development, and sustainable architectural designs, the college is actively developing the campus in an environmentally conscious manner.

The college campus is divided into blocks or wings to cater to the needs of students and staff. The main wing (A-Block) houses the Principal's chamber, office, and laboratories for various disciplines such as nutrition, physics, chemistry, electronics, botany, and zoology. It also accommodates departments like commerce and arts, alongside classrooms and staff rooms. The campus has several student welfare initiatives, including lounges for relaxation and study, and facilitating student meetings for group or individual study purposes. Digital classrooms are available to provide interactive and engaging sessions, encouraging active student participation.

The B-block of the college features well-equipped computer labs, spacious classrooms, a well-ventilated library, and staff rooms. On the other hand, the MBA and PG block consists of a seminar hall, library, classrooms, and staff rooms.

SPORTS

The college features a sports block where students engage in various indoor and outdoor games, participate in inter-college and national-level sports events, and have earned numerous prizes. The

canteen adjacent to the sports block offers refreshments, and the college also provides gymnasium facilities for the students.

EXTRA-CURRICULAR ACTIVITIES

The literary and cultural committees organize various events to promote innovative and critical thinking skills among students. The students' council plays an active role in conducting events like yoga day, classical music, folk music, light music, skits, dances, poster presentations, elocution, writing competition, debates, and many such events. All these events are conducted in a very spacious auditorium(400 seating capacity).

ICT Infrastructure:

The college provides advanced ICT infrastructure, including ICT-enabled classrooms, seminar halls with projectors and smart boards, and IT facilities such as computers, printers, and scanners. It offers uninterrupted Wi-Fi connectivity with a dedicated server room, supported by CCTV surveillance for added security.

Yoga Center:

The institution has a dedicated yoga center equipped with yoga mats and accessories for students to learn and practice yoga.

Conclusion

Kasturba Gandhi Degree & PG College for Women prioritizes providing a comprehensive learning experience and maintaining well-equipped facilities tailored to various disciplines. The institution invests in modern infrastructure and equipment to deliver high-quality education. With a commitment to a conducive learning environment, the institution ensures students' overall well-being.

File Description	Document
Upload Additional information	View Document

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

Response: 24.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.96	81.78	119.91	162.32	47.11

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

4.2 Library as a Learning Resource

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

Response:

Kasturba Gandhi Degree & PG College for Women prioritizes the provision of a well-equipped library to cater to the academic and research needs of its students and faculty members. To achieve this objective, the college has implemented various measures such as library automation through an Integrated Library Management System (ILMS), subscription to e-resources including links to Open Educational Resources (OER) repositories, and a focus on book and journal purchases, as well as library resource utilization.

The UG library serves as a vital resource for undergraduate students, housing a diverse collection of books, journals, manuscripts, and gazetteers. Its historical significance is preserved and documented for the appreciation of students and faculty members. The library offers ample space for study and research, with the infrastructure being well-equipped and featuring the latest technology, including the ILMS NewGenLib. An online system has been implemented to facilitate the login of students and faculty members, and internet login registers are maintained to track usage. Library statistics, such as periodical lists, subject-wise expenditure, total expenditure, and screenshots of the ILMS and e-resources, are recorded for assessment purposes.

The college also maintains lists of reference books, competitive books, and student and staff login registers, allowing for resource usage tracking and identifying areas for improvement. The UG library provides e-library facilities, granting students access to question papers and links to national and international e-journals. Similarly, the PG library is well-equipped, offering a wide range of resources including books, e-books, journals, and e-journals. Expenditure on book purchases and journal subscriptions is recorded, with separate accession registers for MBA and PG students, and the library layout for MBA and PG is distinct.

The library's extensive collection encompasses monographs, textbooks, reference books, serial publications, and back volumes of journals. He highlights of our Libraries and OER repositories are as follows;

- The UG and PG libraries collectively house 55,000 books,
- We subscribe to academic journals (58) and magazines (45) in print,
- And over 12,000 e-journals and e-books through NLIST (National Information and Library Services for Infrastructure and Scholarly Content).
- Information Resource Centre provides 20 systems with internet connections for staff and students, and the
- PG Library additionally subscribes to 805 e-books through Kopykitab. DELNET (Developing Library Network) membership allows access to a Union Catalogue of Books (352,454,416 records)
- As also Union List of Journals (104,569 records), along with open-access journals and e-books.
- The college also utilizes the National Digital Library (NDL), offering free remote access to a vast collection of over 8 million e-books.
- The library's online platforms, including a blog, Kgcwe-library app, Telegram app, and WhatsApp groups, facilitate access to e-books, e-journals, question papers, Directory of Open Access Books (DOAB,) Directory of Open Access Journals (DOAJ) and various academic resources.

In conclusion, The Institution remains committed to providing students and faculty members with up-to-date library resources and technology. The college's investments in library automation, e-resource subscriptions, and meticulous tracking of usage and expenditure reflect its dedication to supporting academic excellence, research, and a culture of learning among its stakeholders.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Kasturba Gandhi Degree & PG College for Women recognizes the importance of providing students with access to the latest information and technology resources to support their academic pursuits and for effective teaching and learning. To this end, the college frequently updates its IT facilities and provides sufficient bandwidth for internet connection, ensuring that students have access to high-speed internet.

At the beginning of the academic year analysis is carried out for replacement/upgradation/addition of the existing infrastructure based on the suggestions from Heads of the departments, lab technicians, and system administrator after reviewing course requirements, computer–student ratio, budget availability, working condition of the existing equipment and also student grievances.

The college has a range of IT facilities available that include computers, laptops, printers, scanners, photocopiers, LCD projectors, CCTV cameras, Wi-Fi connectivity with good bandwidth, server and networking facilities, smart boards, and audio systems. These facilities are provided in various locations throughout the campus, including classrooms, seminar halls, and designated computer labs.

The classrooms and seminar halls are equipped with ICT-enabled facilities, including LCD projectors and smart boards, to facilitate effective teaching and learning. This enables teachers to use digital resources in their teaching, such as e-books, online videos, and interactive presentations, which help to engage students and enhance their understanding of the subject matter.

The college campus is Wi-Fi enabled and has internet connectivity with 75 Mbps speed. Around 100 systems are in LAN and are used for conducting online assessments for placements. Both open-source and licensed versions of the software are used for effective teaching-learning, and upgrades are done on a time-to-time basis. To ensure that students have uninterrupted access to high-speed internet, the college has invested in a dedicated internet connection with a reliable service provider.

In addition, the college has a server room that is well-equipped to support the IT infrastructure. The servers are maintained regularly to ensure that they are functioning optimally, and the college has implemented appropriate security measures to protect the IT infrastructure from external threats.

The College recognizes the importance of safety for its students, faculty, and all stakeholders. The entire campus is equipped with 75 CCTV cameras providing electronic surveillance and safety.

Computer Laboratory is also used for the conduct of placement services and online evaluations.

Optimal deployment of infrastructure is ensured by giving training to staff on the use of new technology. Regular maintenance of Computer Laboratory equipment and updating of software is done by the IT administration.

Overall, the college's commitment to providing modern IT facilities and internet connectivity is reflected in its efforts to keep pace with the latest technological advances. These efforts help to ensure an optimum teaching-learning process and that students have access to the resources they need to succeed academically and develop the skills they will need in their future careers.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 9.41

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

Response: 324

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 11.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
39.05	30.55	40.99	32.34	56.29

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 60.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
1979	1939	1808	1635	1412

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response: A. All of the above

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

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

Response: 41.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
2067	864	1090	982	1005

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

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

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

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

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

Response: 30.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
328	508	304	202	212

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

2021-22	2020-21	2019-20	2018-19	2017-18
1098	1075	1024	859	1080

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 0.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	1	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 410

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

2021-22	2020-21	2019-20	2018-19	2017-18
43	9	162	93	103

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

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

Response: 30

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	14	56	37	31

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

5.4 Alumni Engagement

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

Response:

Kasturba Gandhi Degree & PG College for Women has an active and registered Alumni

Association, which builds a strong bond between the alumni and present students. The Alumni give support to the students through interaction, funding, guidance, and placement. The Alumni Association of the Institute is named 'REMINISCENCE' – which represents sweet memories of a group of students who celebrate their journey from being students of this esteemed institution to accomplished citizens.

The first alumni meet with a group of 180 members was held on 1st December 1997. The Alumni Association was established and registered in the year 2008; Reg no: 1040. As of date, there are around 3000 registered alumni members. The aim of the alumni association is to provide a platform to establish a connect between the present and past students. This network facilitates an information gateway about prospects, related to higher education, skills needed, jobs and career prospects.

The objectives of the Alumni Association are:

- a. To connect the existing alumni with the college and act as a bridge between the past and present students.
- b. To promote an interest in the affairs and well-being of the Institution.
- c. To financially support the college and its programmes.
- d. To mentor the students
- e. To develop goodwill and a sense of pride among alumni and students.

The association is spearheaded by the alumni members of the college through its President, Secretary, Treasurer who are nominated, on the basis of their seniority. Currently there are 47 alumni members in the college, both Teaching & Non-teaching. There is no formal mechanism of collecting/soliciting funds from our alumni but a few members do contribute to the college in their individual capacities.

The Alumni Association of Kasturba Gandhi Degree & PG College for Women conducts several events like Guest lectures, Seminars, Awareness programs, Health camps, etc. Every year the Alumni members of the institution visit nearby special schools, and orphanages and donate stationery, food, and other necessary items and also conduct various activities.

The Alumni are invited to the college to interact with their teachers and also are encouraged to suggest revisions to the curriculum. They support the institute by inspiring and motivating the students through lectures and interactions.

We regularly invite our Alumni to speak on the topics such as contemporary technological developments, career opportunities, Positive mental health, the necessity of acquiring various skills, etc. Several Alumni of the institution are placed globally and are working in reputed MNCs, and the government sector while some are pursuing their higher education internationally. Some of them share their experiences of college life and how they shaped their careers and orient the students to the challenges of the world.

We are proud to state that some of our alumni reached great heights in their chosen fields. These distinguished members keep the banner of Kasturba flying high and build goodwill for the institution.

The Alumni Association's active involvement and support strengthen the institution, fostering a strong bond between alumni and students, and enhancing its reputation.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Kasturba Gandhi Degree & PG College for Women aligns its governance and leadership with the institution's vision and mission, as evidenced by various institutional practices that emphasize decentralization and participation in governance. The college's vision aims to create well-informed, conscientious, and self-reliant agents of social change, while its mission focuses on empowering women through confidence building and progressive learning. With goals centered around value-based education, career orientation, life skills, and community connect, the college ensures a holistic approach to women's education. The governance structure includes a governing body comprising respected individuals from the society, who provide guidance and oversight to the institution. The governing body is appointed for a 3-year period by our sponsoring body the OGA Exhibition Society. The governing body formulates strategic roadmaps and delegates implementation to office bearers, who in turn work closely with the principal to execute policies. The institution adheres to an organizational chart to define its structure. Decisions are made through a decentralized approach, involving participation from various committees such as the College Academic Committee, Internal Quality Assurance Cell (IQAC), Institution R & D Committee, SC/ST Committee, Examination Cell, Placement Cell, Committee for Code of conduct, Library advisory committee, and Internal Complaint Committee. These committees reflect the college's commitment to decentralized governance and active participation in institutional affairs. The college's administrative setup acts as a pillar of support, ensuring the smooth functioning of activities. The office caters to student needs, including admissions, scholarships, and exam-related matters, while a student council serves as a link between students and staff, representing their grievances and disseminating information.

The college follows a bottom-up approach in policy formulation, fostering decentralization. The Academic Coordinator serves as a liaison between the college and the university, facilitating communication and coordination among departments for curricular and co-curricular activities. Departments have autonomy in proposing budgets, which are scrutinized by the admin department and submitted for approval by the management. The management in turn discusses these proposals with the Principal or Vice-Principal, after assessing the need, and sanction the amount. Most proposals are accepted due to the trust and confidence between management and employees. Additionally, departments address infrastructure issues through OB and GB meetings, ensuring quick decision-making and sanctioning for enhancements. The administration office plays a crucial role in supporting college activities, executing tasks according to Osmania Graduates Association (OGA) rules, and catering to student needs such as admissions, scholarships, and exam-related matters. The college has a student council representing different streams, serving as a link between students and staff. The council addresses student grievances, resolves issues related to classroom cleanliness, drinking water, and hygiene, and disseminates information about events and activities. To address individual grievances, the college has established a grievance redressal cell.

The above institutional practices of decentralization, transparent governance, and visionary leadership have established Kasturba Gandhi Degree & PG College for Women as a premier destination for higher education in Telangana, empowering students and fostering their personal and societal growth.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

Kasturba Gandhi Degree & PG College for Women prides itself on the effective and efficient functioning of its institutional bodies. Our well-defined policies, robust administrative setup, comprehensive appointment and service rules, streamlined procedures, and the deployment of our institutional Strategic/Perspective/Development Plan contribute to the smooth operation of the institution and enable us to provide quality education and support to our students and staff.

Our five-year strategic plan is a key initiative guiding us toward academic excellence and overall development. It outlines our goals, objectives, and actionable steps, ensuring targeted and purposeful actions for the next five years. Aligning our efforts with this plan allows us to achieve our desired outcomes effectively.

In maintaining the effectiveness of our institutional processes, our recruitment policy plays a vital role. It ensures the attraction and selection of highly qualified individuals to join our faculty and staff. Transparent and fair recruitment practices uphold meritocracy and professionalism, resulting in a strong team of dedicated educators and professionals who contribute to the institution's growth and success.

To enhance coordination and clarity, we have established an organogram chart outlining the hierarchical structure and reporting lines. This chart illustrates the roles and responsibilities of key personnel, including the Principal, Vice-principal, Heads of Departments, and the Head of the Internal Quality Assurance Cell (IQAC). This delineation of roles fosters accountability, efficient decision-making, and a conducive environment for effective communication and collaboration.

Our faculty has achieved significant milestones in pursuit of academic excellence. Under the previous strategic plan, they completed three UGC minor research projects, demonstrating their commitment to scholarly pursuits. Amidst the COVID-19 pandemic, our faculty swiftly adapted to online teaching methodologies and continue to follow a blended/hybrid mode of delivery, ensuring uninterrupted learning for our students. We established a Teaching and Learning Center to enhance pedagogical practices and support research activities, resulting in a considerable increase

in the quality and quantity of paper publications, further enhancing our institution's reputation.

We strongly believe in the active involvement of our staff members in improving the effectiveness and efficiency of institutional processes. To facilitate this, we have a staff representative on the Governing Body, ensuring transparency and open communication between staff and management. Through the staff representative, faculty can raise concerns and discuss issues, fostering effective dialogue and collaboration. Regular meetings between office bearers and staff members directly address issues and gather suggestions for process improvement, encouraging staff engagement and continuous enhancement of the institution.

The parent body has developed guidelines for appointment, Grievance Redressal, and Recruitment Rules (GRR) to promote clarity, transparency, and efficiency in managing institutional affairs. Adhering to these guidelines ensures a fair and streamlined approach to decision-making and governance.

In conclusion, Kasturba Gandhi Degree & PG College for Women is dedicated to fostering efficiency and effectiveness in institutional processes. Through our strategic plan, recruitment policy, organogram chart, and active staff involvement, we continuously strive for excellence. Together, we create a conducive environment that nurtures the growth and success of our students and staff while providing quality education.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Welfare Measures

Kasturba Gandhi Degree & PG College for Women prioritizes the welfare of its teaching and non-teaching staff, ensuring equal importance for every member. The institution has implemented various welfare measures to support their well-being.

Mandatory measures include EPF, ESI, and different types of leave as mandated by law. Additionally, the institution provides non-mandatory welfare measures to enhance the work life of faculty and staff:

- **Health insurance coverage and fee concessions for staff children's education**
- **Loans and advances for festivals, vehicles, and education**
- **Awards and recognition for long service and staff qualifications**
- **Rest rooms, department libraries, and computers in staff rooms for convenience**
- **Financial assistance for attending conferences and seminars**
- **Paid summer vacations**
- **Uniforms for security staff**
- **Infrastructure such as CCTV cameras, fire safety equipment, a gym, lift, drinking water, and first aid facilities**

During the COVID-19 pandemic, staff members received free vaccination, and work-from-home flexibility and shifts were implemented to minimize on-campus presence.

These welfare measures aim to create a conducive work environment, enabling faculty and staff to effectively carry out their responsibilities while supporting the institution's vision of imparting quality education and facilitating student growth.

Appraisal System for Teaching and Non-Teaching Staff

The institution has implemented an appraisal policy to support the overall development of teaching and non-teaching staff through continuous assessment. This policy ensures a clear and consistent evaluation of their performance, aligning with the institution's plans and facilitating their professional growth and self-confidence.

Teaching Faculty Appraisal: Faculty members are assessed on three parameters:

1. Student Feedback about classroom teaching (40% weightage)

- **Criteria include regularity, communication skills, subject preparation, participative teaching, group discussions, class tests, feedback to students, accessibility, attitude towards students, and overall impression.**
- **Points received to determine the grade: A (85-100 points), B (70-85 points), or C (<70 points).**

1. Self-evaluation followed by assessment by HOD and Principal (30% weightage)

- **Parameters evaluated include lesson plan execution, availability of teaching material, personal development, research activities, contribution to co-curricular activities, and initiative for department and college development.**
- **Grades are given based on points: A (25-30 points), B (20-25 points), or C (<20 points).**

1. Results of university exams (30% weightage)

- **Evaluation is based on the analysis of university results, considering trends and benchmarks for each semester.**
- **Improvement in student performance over the years is taken into account.**

Non-Teaching Faculty Appraisal: Technical Staff (Technical/Laboratory Assistant) and Non-Teaching Staff are appraised separately.

Technical Staff:

- Student feedback on lab engagement is collected each semester.
- HOD and Principal conduct personal interactions and evaluate parameters such as planning and management of lab sessions, lab maintenance, assistance to students, personal development, and contribution to co-curricular activities.

Non-Teaching Staff:

- Appraisal parameters include job knowledge and skills, regularity, quality of student service, interpersonal skills, planning and organization, problem analysis, leadership, and teamwork.
- Principal carries out personal interactions to evaluate performance.

To conclude, Kasturba Gandhi Degree & PG College for Women implements an appraisal policy to support staff growth, recognize achievements, and drive continuous improvement.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 53.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	53	59	48	56

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

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

Response: 63.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
125	101	116	76	88

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

2021-22	2020-21	2019-20	2018-19	2017-18
66	62	59	56	65

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

6.4 Financial Management and Resource Mobilization

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

Response:

I. Mobilization of Funds

Over the years the college has become financially stable. The college has mainly three sources of income:

- **From the parent body (OGA and Exhibition Society)**
 - **From own source (fee collection from students)**
 - **Scholarship from government (central and state)**
-
- **The first source of income is from our parent body (OGA & Exhibition Society).**
 - **The second source of income is through fee collection from the students. The fee for various courses is stipulated by the state government; which is considerably low in comparison to the other autonomous institutions.**
 - **Scholarships: State government has a fee reimbursement scheme for economically disadvantaged groups wanting to pursue higher education. Majority of the students avail this opportunity. A fraction of students also avail Merit Scholarships given by the Central government.**

II. Utilization of Funds

The college incurs expenses under two heads:

- 1. Capital expenses**
- 2. Operating expenses**

Capital expenditure pertaining to construction, purchase of various assets are met by the parent body. The institution's dependence on the parent body for funding has considerably reduced, more so after the completion of infrastructure.

Operating expenses a major component of which is staff salaries, upkeep of infrastructure, maintenance of campus, expenses for meeting curricular, co-curricular and extra-curricular activities, purchase of books for both UG & PG library, chemicals for labs, upgradation of software etc., are met from the fee collected.

Each department can avail imprest amount from the office to meet petty expenses like photocopying of documents, guest hospitality.

III. Audit

The institution has an established mechanism for conducting internal and external audit. Internal audit is done by the college auditors while external audit by

Internal audit is transparent and is done every financial year. External audit is done periodically.

Future Strategies for Fund Mobilization and Optimal Utilization of resources.

We have identified 3 targeted areas for the above-mentioned point.

- 1. Funding from Research & Development: We have over 40 faculty with Doctorate qualification. We are entrusting each one of them (especially from the Sciences departments to come up with a plan to augment the funds for the college. Each of them are expected to come up with a plan for the implementation of the same.**
- 2. Funding from Consultancy Projects: The staff of the Management and Commerce departments have been entrusted the task of seeking consultancy work from the industry and thereby augment the funds for the college.**
- 3. Alumni Network: It was decided to tap into the vast numbers of our past students and generate funds from them for causes that may help encourage the students. We also want to tap into this network to check whether we can do consultancy / research work for them at a nominal cost.**

Optimal Utilization Strategy: By installing new Solar panels, LED bulbs, IOT devices, we are planning to reduce our everyday costs.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Enhancing Institutional Quality: A Comprehensive Approach

The Internal Quality Assurance Cell (IQAC) has played a significant role in institutionalizing quality assurance strategies and processes. In collaboration with the management, principal, and senior faculty members, the IQAC has developed a comprehensive quality approach to achieve institutional objectives. This approach focuses on three key areas: curricular activities, co-curricular activities, and extracurricular activities.

Curricular Activities: The IQAC works with the academic coordinator to set benchmarks for excellence in curriculum delivery and enrichment. This includes creating and disseminating academic calendars across departments. Efforts are being made to adopt Bloom's taxonomy model and standardize it institution-wide. Recent initiatives include student-faculty exchange programs, the establishment of a Teaching and Learning Centre (TLC), and faculty training for blended learning during the pandemic.

Co-curricular Activities: The institution emphasizes practical exposure beyond academics through webinars, seminars, conferences, club events, projects, and field trips. These activities aim to enhance students' skills in their respective areas of specialization and promote peer group interaction and interdisciplinary learning.

Extracurricular Activities: Programs such as NCC sports, NSS, UBA (Unnat Bharat Abhiyan), ISR (Institutional Social Responsibility), Green Club, and the Cultural Club focus on developing social consciousness and uncovering students' talents. These activities encourage campus engagement outside of academics.

Key Impact Areas:

The institution's key impact areas include a strong emphasis on assessing learning outcomes, a significant increase in students pursuing higher education and placements, and consistent ranking and recognition for excellence.

Assessing Learning Outcomes: The institution places a strong emphasis on assessing learning outcomes through formal and informal methods. Inter-college competitions build students' confidence, communication skills, and commitment. Intra- and inter-college contests encourage participation in academic and non-academic events, both within and outside the institution. Regular analysis of internal assessments and semester exams informs potential curriculum modifications, ensuring continuous improvement in students' conceptual understanding.

Higher Education and Placements: Over time, there has been a significant increase in the number of students pursuing higher education, both domestically and abroad. Many graduates continue their studies at renowned international institutions for additional degrees. The institution supports and encourages women's empowerment through their desire to seek employment opportunities after graduation.

Ranking and Recognition: The college consistently receives an A grade from the National Assessment and Accreditation Council (NAAC) and is recognized as one of India's top 100 colleges according to India Today's survey. It also ranks among the top 50 institutions in Telangana state according to Education World rankings. The institution actively participates in the National Institutional Ranking Framework (NIRF) as part of its commitment to excellence.

These initiatives and achievements reflect the institution's ongoing journey of imparting quality education to students, particularly those from socially and economically disadvantaged backgrounds. The IQAC continuously revises benchmarks to enhance the quality of curriculum delivery and enrichment, aligning with the contemporary requirements of higher education.

Through a comprehensive approach that focuses on curricular, co-curricular, and extracurricular activities, the institution provides a well-rounded education, empowers students, and maintains its commitment to excellence.

File Description	Document
Upload Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The genesis of Kasturba Gandhi Degree & PG College for Women is rooted in the Osmania Graduates Association and Exhibition Society's social responsibility. The institution's fundamental values are built on hard work, discipline, professional ethics, and compassion, which is reflected in its vision and mission.

Gender Equity

For over five decades, Kasturba Gandhi Degree & PG College for Women has been promoting gender equity through its exclusive focus on women's higher education. By providing access to higher education, the institution has been empowering and emancipating women.

The induction program is a first step in sensitizing the students to gender equality and the necessity of women's economic and financial independence. The students are encouraged to pursue unconventional careers such as playback singing, police constables, airline pilots, chefs etc. The institution also emphasizes gender equity in sports by coaching students with male coaches.

Gender equity activities are a constant in the institution, with Navarang, the annual college fest, being a platform to break gender bias. The college also focuses on women's safety and security, health and nutrition, and portrayal in literature. Some of the activities connected over the last five years are; Women Empowerment and Gender Equality, Wellbeing of Women (WOW), National Girl Child Day, International Yoga Day, and an Awareness program on Gender Sensitization to name a few.

Commemorating National and International Days

Commemoration of important national and international days has a place of importance in the academic calendar of the institution. Celebration of days such as World Forest Day, World Environment Day, Constitution Day, Republic and Independence Day, Computer Literacy Day, etc. helps in installing a sense of community and adding meaning and significance to the education of students. Observing nationalities inculcates a sense of pride and duty towards the Nation and to safeguard and value freedom democracy and peace. Commemorating international days helps in acquainting the students to issues of global concern and appreciating the achievements of the human race.

Events and Festivals

Campus life in Kasturba is not confined only to academics but also includes the celebration of life. Events and festivals such as Annual Day, Teachers Day, Fresher's and farewell Party, events of

NCC and NSS, and festivals such as Sankranti, Bonalu, Ganesh Ustav, Bathukamma, Diwali, and Christmas are celebrated in their essence and spirit bringing in vibrancy and joy.

Weekly assembly sessions provide a platform for the students to be educated about festivals like Ramzan, Bakrid, Easter, etc. apart from the national and international news of the week. Government initiatives such as the celebration of Azadi Ka Amrit Mahotsav, Constitution Day, and Armed Forces Day are all taken up in sincerity to instill a sense of nationalism.

To conclude, the institution has implemented several measures to promote gender equity and commemorate national and international days, events, and festivals. These measures include integrating these events into the academic calendar, providing financial assistance, adjusting classwork, promoting a sense of community and inclusiveness, celebrating diversity, and fostering harmony.

File Description	Document
Upload Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

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

- 1. Green audit / Environment audit**

2. Energy audit**3. Clean and green campus initiatives****4. Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response:

Kasturba Gandhi Degree & PG College for Women is committed to creating an inclusive environment that promotes tolerance, harmony, and cultural sensitivity. The college ensures that students from diverse backgrounds feel supported intellectually and academically, fostering a sense of belonging. Admissions are open to students irrespective of their regional, linguistic, communal, cultural, and socioeconomic differences. Scholarships are awarded based on government norms.

The college follows a student-centric approach, emphasizing holistic development and fulfilling its motto, "VIDWAN SARVATRA PUJYATHE" (A Scholar Is Revered Everywhere). Students are encouraged to participate in both curricular and co-curricular activities. Classroom learning, practical projects, and presentations form the core of the curriculum, while debates, group discussions, quiz competitions, and expert lectures enhance the overall learning experience.

Kasturba Gandhi Degree & PG College for Women not only imparts academic and value-based education but also focuses on making students constitutionally responsible citizens. Core

constitutional values such as democracy, equality, secularism, freedom of speech and expression, protection of public property, and preservation of heritage and the environment are integrated into the students' education. Various departments organize activities that reflect these values.

The college's National Cadet Corps (NCC) unit fosters patriotism and emergency response among students. The cadets actively participate in national festivals, assist during calamities by distributing essential items, and engage in initiatives promoting cleanliness, waste management, and empowerment of girls.

The NSS unit raises awareness about various issues through activities like Consumers Day, National Leprosy Eradication Programme, stress management, and National Yoga Day. NSS volunteers participate in Swachh Bharat internships, Haritha Haaram (greening program), Pink Ribbon walks, general elections, and voter awareness campaigns. They also organize street plays, vaccination drives, and cleanliness campaigns.

The college's departments of Political Science, Public Administration, History, and Sociology organize educational events and competitions related to human rights, fundamental rights, and fighting inequality and discrimination. The institution, affiliated with Osmania University, incorporates value orientation and soft skills into the English syllabus to instill ethics and responsible citizenship.

The Entrepreneur Club at the college nurtures a global business mindset and generosity among students through its motto, "creativity for a cause." Half of the club's proceeds are donated to an orphanage each year. The college also has an alumni association that promotes philanthropy and values of fraternity, equality, and human dignity.

In conclusion, Kasturba Gandhi Degree & PG College for Women's institutional efforts in providing an inclusive environment encompass tolerance, cultural sensitivity, and harmonious coexistence. The college sensitizes students to their constitutional obligations, values, rights, duties, and responsibilities. Through diverse initiatives, the institution shapes responsible citizens who actively contribute to society.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

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

Response:

BEST PRACTICES: 1

1. Title of the Practice: "NURTURE- NATURE"

2. Objectives of this Practice:

Vanavatika: "Fostering Environmental Consciousness"

We live in a time where the preservation and conservation of the environment have become paramount, and each individual's role is critical in addressing environmental challenges, particularly climate change.

- 1. To raise consciousness about environmental crises, such as climate change, water scarcity, soil degradation, and pollution.**
- 2. To steer students towards engaging in eco-friendly actions.**

3. The Context:

This best practice was launched to make students, coming from diverse backgrounds, aware of the detrimental effects of environmental degradation, which can cause health problems, endanger livelihoods, and threaten human survival.

Students tend to focus more on cultural, co-curricular, and extra-curricular activities, and environmental protection often takes a back seat on most campuses. The aim of this practice is to prioritize environmental awareness and influence not only the students but also their families, leading to a positive societal impact.

By adopting eco-friendly habits, we can mitigate the negative impacts of human activities and pave the way towards a more sustainable future.

4. The Practice:

Recognizing that environmental education is often not part of the standard college curriculum, the institution took the initiative to educate students about the importance of protecting and preserving the environment. The institution's Environmental Club, Vanavatika, leads activities and programs that foster environmental awareness.

5. Activities Include:

Celebrating global environmental conservation days such as World Water Day, International Day of Forest, World Environment Day, National Science Day, Ozone Day, and Energy Conservation Day with relevant thematic programs.

- **Prohibiting the use of plastic bottles and containers on campus.**
- **Encouraging the use of cloth bags instead of plastic ones.**
- **Developing the Vanavatika garden to promote campus biodiversity and provide a fresh atmosphere.**
- **Establishing a composting and vermicomposting system to recycle kitchen waste into plant fertilizer.**
- **Instituting waste segregation practices in collaboration with ITC Ltd.**
- **Facilitating workshops and seminars on issues like soil and water conservation.**
- **Distributing Clay Ganesha Idols to encourage eco-friendly practices during Ganesh Chaturthi.**
- **Participating in the Haritha Haram program, a government initiative to increase the state's green cover.**
- **Participating in the Swachh Bharat activities both on and off-campus.**

6. Indicators of Success:

Both students and faculty members endeavor to adhere to the principles of Reduce, Reuse, and Recycle. Examples of this include the submission of assignments in electronic format, using digital libraries instead of traditional textbooks, adopting the practice of switching off lights and fans when not in use, and worshipping clay Ganesha idols during festivals.

7. Problems Encountered:

The initiation and organization of the activities faced various challenges, including disruption due to the Covid-19 pandemic, loss of academic calendar days, and abnormal weather conditions. These factors led to long periods of institutional closure and reduced working days, making it difficult to balance academic schedules and the club's activities. In the wake of the pandemic, students were also apprehensive about participating in the activities.

8. Resources Needed:

The implementation of the program requires manpower for land maintenance, watering plants during holidays, and funds for large-scale activities off-campus. Measures are also needed to manage wildlife disturbances, such as monkeys. Despite these challenges, the Vanavatika team came up with new strategies to maintain and revive the campus garden.

Best Practice 2

1. Title of the Practice: "Think Right - Act Right"-Developing Quality and Enhancing Skills

The educational establishment is committed to nurturing students' complete development, enhancing their employability and life skills. Given today's competitive world, there is an urgent need to bridge the gap between the skills students possess and those required by the job market.

1. Objectives:

- 1. To instill a mindset among students that quality and skill enhancement are continuous processes.**
- 2. To facilitate an effortless transition from academics to higher studies or the workforce.**
- 3. To provide opportunities that cultivate students' creative abilities.**

4. Context:

Most of our students come from socioeconomically disadvantaged backgrounds, lacking the necessary exposure to meet industry requirements. To address this, we've designed quality and skill enhancement programs outside of regular classroom settings. These programs teach vital life and employability skills, such as Creativity, Organizing, Leadership, Learning, Empathy, Communication, and Teamwork (COLLECT).

5. The Practice:

We offer various opportunities for growth and improvement as part of our co-curricular and extracurricular activities, with activities including:

- 1. Career Guidance**
- 2. Employability Skills Training**
- 3. Annual academic and Cultural competitions**
- 4. Navarang - Intercollegiate Fest**
- 5. Encouragement for participation in state and national level events.**

Career Guidance:

Each department has the autonomy to organize career guidance sessions, with a faculty member coordinating with the Placement officer to inform students about various opportunities for further studies and employment.

Employability Skills:

In collaboration with Disha Consulting, Training Services, Nandi Foundation, and FoundIT, we provide employability skill enhancement programs to equip our students for the job market.

Annual Academic and Cultural Competitions:

Annual competitions, such as debates, elocutions, essay writing, poster presentations, and quizzes, provide a platform for students to demonstrate their abilities and boost their self-confidence. Cultural competitions further allow students to showcase their creative talents, creating fond college memories.

Navarang - Intercollegiate Fest:

Initiated in 2020, this intercollegiate event encourages healthy interactions between genders, promoting gender equality and aiding in students' communication skills development.

1. Evidence of Success:

The "Think Right - Act Right" approach has substantially influenced students participating in academic and cultural events. It has enhanced their communication, organizational, and leadership skills while promoting creativity, teamwork, and empathy. Students' increased participation in career guidance sessions, an uptick in placements, and a higher number of sponsorships secured are all testaments to this practice's success.

1. Problems Encountered:

Being an affiliated institution, we are dependent on the university's academic calendar, which can disrupt our plans. Balancing curricular, co-curricular, and extracurricular activities is a challenge, especially given the different academic calendars of UG, PG, and MBA programs. It's also a struggle to balance coursework with other activities and manage resistance to change among some students.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Institutional Distinctiveness – Affordability, Accessibility, Attainability

Kasturba Gandhi Degree & PG College for Women is committed to bringing out latent talents in young women by providing a platform to encourage them to cultivate and give wings to their goals. The institution's vision, mission, and goals are aligned with the above objective. The keywords that define institutional distinctiveness are Affordability, Accessibility, and Attainability.

Affordability

Kasturba students are first-generation learners from rural and underprivileged backgrounds. They lack technical, communication, and social skills, face financial constraints and have psychological and behavioral adjustments in regard to the rigors of higher education. The institution has designed systems and processes to address these challenges.

Fees and Scholarships

Kasturba is a non-autonomous institution, with regulated admissions and fee structure. Government fee reimbursement benefits around 1900 students and economically weak students receive education sponsorships from philanthropists. Our parent body OGA (Osmania Graduates Association) also sponsors education for poor students annually. Financial assistance is offered by the management for academic and non-academic activities and add-on courses are available at subsidized fees.

Infrastructure

The institution has continuously adapted to changing requirements and invested in infrastructure with support from the OGA and Exhibition Society. The campus includes well-equipped classrooms, labs, a library, playgrounds, green spaces, and security systems, providing a conducive learning environment.

Accessibility

Towards accessibility, the institution focuses on competence and capacity building and equips its students with essential life skills to face life's challenges.

Competency Building

The experienced faculty of the institution use various pedagogical tools to create interest and understanding of concepts while igniting the curiosity of students. An orientation program at the beginning of the academic year exposes students to available campus avenues, allowing them to choose from academic and non-academic alternatives. Interactive teaching methods are employed for active learning, and add-on courses are designed/organized/delivered to further subject-specific

and career-related knowledge. Students undertake projects, internships, and field trips to other organizations. Every department celebrates milestone events and professional pride days, and students participate in intra- and inter-collegiate academic competitions. The informal learning environment is enhanced by various academic and non-academic clubs that develop leadership, organizing, and teamwork capabilities.

Capacity building

The college strongly believes that equipping students with important life skills is necessary to navigate the challenges of life.

Sports

Students are encouraged to play and participate in a variety of indoor and outdoor sports. Special coaching is organized prior to significant competitions, be it intercollegiate, state, or national level. Financial assistance is also provided for them to take part in these events.

Self-Defense

The college prioritizes students' physical and mental well-being by organizing activities such as karate, taekwondo, and judo, as well as inviting "SHE Teams", a division of Telangana Police, to raise awareness about protecting women in public places. The Telangana police mobile app, "Hawk Eye," was launched from our campus for easy crime reporting. Yoga and meditation classes are held regularly to train students to de-stress, and the students are informed about cybercrimes like fraud and impersonation.

National Consciousness

Kasturba has well-established NCC and NSS units that promote national pride among students. Events in the college begin with the national song and conclude with the national anthem. Commemorating days like Republic Day, Martyr's Day, Vijay Divas, Independence Day, and Constitution Day are conducted. Azadi Ka Amrit Mahostav is celebrated enthusiastically. Voter registration is facilitated on campus to make students aware of their duties towards the nation and participate in the democratic process. Mock parliament sessions are held to acquaint students with the legislative process.

Social Consciousness

1. Health and Nutrition programs are organized within and outside the college.

- **The Department of Nutrition raised awareness among adolescents on anemia and iron-rich foods through events like Anemia Mukta Bharat and Prevention of Obesity.**
- **Prevention of Obesity was an international workshop organized for school children and the event focused on eating right.**
- **Regular diet surveys on adolescent girls help study their eating patterns and promote a balanced diet.**

- **Annual cookery contests prioritize tasty and nutritious recipes.**

2. Gender Sensitization

- **Periodic programs raise awareness among girls about breaking societal barriers.**
- **The intercollegiate cultural festival, Navarang, promotes gender inclusivity.**
- **Programs on mental health, Yoga, and meditation are conducted.**

3. National Handloom Day

- **The Department of Commerce hosts a Handloom exhibition to support the handloom industry and improve weavers' livelihoods.**
- **The college regularly sets up handloom weavers' stalls on campus.**

4. Financial literacy

- **The Department of Business Management initiated Sampattih, a Financial Literacy Club.**
- **Sessions on "Saving Habits" for 9th-standard students emphasize the importance of savings.**
- **MBA students attend orientations on 'Financial Planning for Young Investors' to learn about investment options.**

5. Cultural Events in College

- **The college organizes programs like music, dance, poetry, and skits to showcase talents and cultural heritage.**
- **These events foster diversity, creativity, and social awareness.**
- **Cultural events facilitate personal growth, social connections, and cultural understanding among students.**

Attainability

Over the 50 years of its existence, the institution has played a pivotal role in transforming students coming from disadvantaged backgrounds into bold, confident, and competent young women. Our success of the transformation is reflected in the fact that most students are placed in reputed organizations across the world and some of them are pursuing their higher education in esteemed institutions abroad. Our success is not just limited to turning out academically successful individuals alone but also helping students to pursue their dreams in their chosen fields of sports, arts, and entrepreneurship.

Conclusion

In summary, Kasturba Gandhi Degree & PG College for Women has established itself as an institution that upholds the values of affordability, accessibility, and attainability. Through its commitment to nurturing talent, providing quality education, and fostering personal growth, the college has transformed the lives of countless young women, empowering them to become confident, competent, and successful individuals. Kasturba's holistic approach, encompassing academic, physical, and socio-cultural development, sets it apart and makes it a beacon of hope and opportunity for students seeking to fulfill their aspirations.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

1. The college is proud to have been consistently ranked among the top 100 colleges in the country, since the last 5 years by India Today Magazine which stands testament to the “Brand Kasturba”
2. The PG Department of English and Statistics have launched their respective E-News letters, providing an opportunity for creative expressions and disseminating contemporary information.
3. The Nutrition Department of the college instituted a practice of sharing a weekly tip on nutritional and healthy diet habits. Other departments too are in the process of sharing a similar (knowledge nuggets)
4. A few faculty members are invited to deliver guest lectures and to conduct workshops and training programs, while some others were recognized for their contribution to the field of education and one faculty member received the Best Faculty Award from the Government of Telangana.

Concluding Remarks :

Kasturba Gandhi Degree & PG College for Women, a renowned institution in Hyderabad, India, has a rich history and commitment to women's education. Established in 1973 by the Osmania Graduates' Association (OGA) under the patronage of the Exhibition Society, the college has grown significantly from 175 students to around 3000 enrolled in undergraduate and postgraduate programs. Located on a spacious 3.85-acre campus, the institution provides affordable and accessible education while promoting environmental sustainability.

The institution excels in various areas, offering diverse academic programs, holistic development opportunities, well-equipped facilities, and a focus on sports and physical fitness. It follows the academic calendar of Osmania University and incorporates experiential and participative teaching methods. The college actively encourages research, innovation, and extension activities, securing grants for projects and establishing dedicated innovation labs. Extension activities are conducted in collaboration with the community, industry, NGOs, and government bodies.

With modern infrastructure, seminar halls, and a comprehensive library, the institution prioritizes sustainability and regularly updates its IT infrastructure. Student support is comprehensive, with scholarships, capacity-building initiatives, guidance services, and a grievance redressal mechanism. The governance structure ensures administrative support and faculty welfare measures, contributing to effective functioning.

The institution upholds institutional values and implements best practices related to gender equity, environmental consciousness, inclusivity, and professional ethics. It actively celebrates commemorative days and implements initiatives for sustainability. Pedagogical tools enhance students' communication, leadership, empathy, and teamwork skills.

In anticipation of challenges such as NEP 2020, online courses, and AI integration, the institution is

proactively pursuing autonomy, leveraging ICT, expanding in-house courses, and enhancing research and incubation centers. The focus is on empowering students to become job providers and fostering entrepreneurship.

The institution's commitment to continuous improvement, research, infrastructure, student support, governance, and institutional values shapes the future of its students, empowering them through education and preparing them for the changing world. By reinventing itself and staying current, Kasturba Gandhi College for Women ensures its relevance and excellence in education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																														
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1155</td> <td>1161</td> <td>1143</td> <td>1166</td> <td>989</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>666</td> <td>653</td> <td>632</td> <td>589</td> <td>553</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1155	1161	1143	1166	989	2021-22	2020-21	2019-20	2018-19	2017-18	666	653	632	589	553	2021-22	2020-21	2019-20	2018-19	2017-18					
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3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>6.135</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1.4</td> <td>0</td> <td>0</td> <td>4.735</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	6.135	2021-22	2020-21	2019-20	2018-19	2017-18	0	1.4	0	0	4.735										
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3.5.1	<p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification : 26 Answer After DVV Verification :26</p>
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p> <p>Answer before DVV Verification : 296 Answer after DVV Verification: 324</p>
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students’ grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above</p>
6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste

- 3. **Water conservation**
- 4. **Green campus initiatives**
- 5. **Disabled-friendly, barrier free environment**

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

Answer After DVV Verification: A. 4 or All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 141 Answer after DVV Verification : 139</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>99</td> <td>101</td> <td>97</td> <td>95</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>103</td> <td>97</td> <td>99</td> <td>95</td> <td>93</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	105	99	101	97	95	2021-22	2020-21	2019-20	2018-19	2017-18	103	97	99	95	93
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