



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

## **RAMNATH GULJARILAL KEDIA COLLEGE OF COMMERCE**

**OPP TO NEW CHADERGHAT BRIDGE DOOR NO 3 1 336 KACHIGUDA  
STATION ROAD HYDERABAD**

**500027**

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

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2023**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

### 1.1: About Marwadi Siksha Samithi (MSS)

The Marwadi Siksha Samithi (MSS) was founded by eminent philanthropists, visionaries and leading Industrialists of the Marwadi Community in the year 1924. The MSS is into its centenary year by the 2024. This premier society at Hyderabad in the pre-independent era felt that education is the major factor to realize the dream of self- dependent India of Mahatma Gandhi and other freedom fighters. This society was inaugurated by His Excellency the third Salarjung Bahadur Mir Yousuf Ali Khan in the presence of a galaxy of freedom fighters like Smt. Sarojini Naidu, Smt. Padmaja Naidu and others. Sri Ramakrishna Dhoot, a very well-known freedom fighter and eminent social worker in the pre independent India was the guiding force in establishing this educational society. This was the first institution established in this direction. This society resembles as a symbol of egalitarian and progressive objectives and ushered in the spiritual era of freedom movement. Following is the governing council of the MSS.

### Governing Council of MSS

S. No	Name	Designation
1	Sri Kamalnarayan Agarwal	President
2	Sri Surendra Luniya	Hon' Secretary
3	Sri CA S. B. kabra	Joint Secretary
4	Sri CA S. L. Daga	Asst. Secretary
5	Sri Premchand Sharma	Executive Member
6	Sri Sheel Kumar Jain	Executive Member
7	Sri Sailesh Kumar Agarwal	Executive Member
8	Sri CA Sumit Kabra	Executive Member
9	Sri Mahesh Kedia	Executive Member
10	Sri Rajesh Agarwal	Executive Member
11	Sri Sridas Daga	Executive Member

### 1.2: About Ramnath Guljarilal Kedia College of Commerce

Ramnath Guljarilal Kedia College of Commerce was established in the year 1972 by Marwadi Siksha Samithi (MSS) with a vision to provide quality education without profit motive irrespective of caste and creed and the momentum of participation in the National Development as the prime motto of the MSS. Late Sri B.C.Jain, an eminent Advocate, the former president of this society nurtured the society into an ideal educational institution and Sri Satyanarayan Gupta was instrumental in giving a professional touch to the institutions and lent his support to the Management in unequivocal terms.

The college is situated in Esamia Bazar, opp: Chaderghat Bridge, Kachiguda Station Road, which is a prime location of Hyderabad city, with four storied well-furnished buildings meant for UG and PG programs.

The institution consists of spacious classrooms, an air conditioned auditorium, games and sports rooms, computer labs, commerce lab, English language lab, computerized library and information center with a reading

facility.

## **Vision**

### **VISION: Serve above Self**

The vision of the college is to disseminate the knowledge to the sections of the society to build a better world. The college offers different educational programs to the aspiring students taking the global and technological changes into consideration and make the students vibrant and competent in the competitive world

- To impart in-depth knowledge and expertise through innovative methods of teaching and learning so as to create a pool of resourceful self-motivated scientific manpower.
- To introduce re-structured and vocational courses to keep pace with the changing standards of professional competence.
- To provide ideal academic atmosphere for the pursuit of excellence in higher education and to be accredited by NAAC and NBA as per UGC and AICTE norms.
- To promote high quality research stressing the regional needs and social relevance.
- To prioritize good governance and high ethical standards at institutional level.

## **Mission**

The institution's mission reflects the distinctive characteristics of the institution. The success of the institution depends on the quality of the programs offered ,dedicated faulty members, staff and students .The mission of the college focuses on the holistic development and value -based ethical behaviour of the students ,which plays a very vital role . The college focuses on nurturing the research activities for academic excellence .

- To provide quality education and academic excellence
- Maintaining High standards and moving towards perfection.
- To provide an integrated and quality education is our motto.
- Focusing on value- based education as per market requirements.
- To face the dynamic challenges of tomorrow.
- Looking beyond the call of duty and doing more.
- To nurture research activities for academic excellence and updating knowledge by fostering scholastic temperament.

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

### **Institutional Strength**

- The greatest strength of the college is, the management and it's most forward-looking vision towards institutional growth.
- The college is in continuous service for more than 52 years in the field of Education. This helps the college in assessing and adopting the changes that witness in the field of education .
- Institution has well –equipped infrastructure within the built- up area with well-furnished air-conditioned classrooms, auditorium, seminar halls, sports and yoga room.

- Committed Teaching and Non-Teaching staff of the college , contributes significantly for the institutional growth.
- The governing council of the college continuously monitors the process of the admission as per the norms of college and university by strictly following the rules and regulations of the Government.
- The NSS unit Jeevan Jagruthi of the college is very active in organising programs such as Gender Inclusion, Environment protection and sustainability programs, Health & Hygiene, Yoga and other CSR activities etc.
- The management encourages the faculty members to pursue Ph.D program, participation in FDP's, seminars and refresher courses with a financial support.
- The state of art of ICT facilities is well equipped, which enable the faculty members to conduct online presentations and blended mode of teaching.
- The library has a good collection of books, journals and magazines.
- The college is a member of Institutions Innovative Council (IIC) that helps in organising several programs related to Entrepreneurship and Innovation.
- The Management encourages the students and staff to participate in the curricular and co-curricular activities.
- The feedback is taken from all the stakeholders on a continuous basis and improvement is done accordingly.
- Alumni of the institution helps in hosting Guest Lectures, placements, Donations in the form of cash and kind and community outreach activities etc.

### **Institutional Weakness**

- The quality research and publication have to be met with the global standards.
- The academic and Industry linkages both at National and International Levels more need to be focused and strengthened.
- Outcome oriented student centric approach in transfer of knowledge, skills and capabilities to be strengthened.
- More emphasis is required on activities related to placement and entrepreneurship.

### **Institutional Opportunity**

- The institution is located in the heart of the city and lot of opportunities are there to connect with nearby institutions with regard to organizing seminars, conferences, Faculty Development Programs, Student Development Programs to disseminate knowledge base.
- There is a greater scope for organising Student Development Programs in collaboration with TASK, HMA, professional bodies strategic collaborations.
- The college can develop more student centric pedagogy for heading towards excellence in teaching and learning.
- Visible opportunities are available for strengthening the Research and Development and MoU's.
- College can procure the external grants of ICSSR & AICTE etc.
- There is a greater scope for organizing FDPs, ED and other development Programs as the college is having an experienced faculty.
- Wider Scope for the tie-ups with We-Hub, T-Hub and IT Hub and start -up companies, which results in better job opportunities in an around Hyderabad and Telangana .

## Institutional Challenge

- To develop core competency strategies in order to pace with the changing environment and competition with other institutions.
- To motivate the faculty and students to take up research work and pursue add on courses for their academic excellence.
- Optimum use of Learning Management Systems (LMS) and E-resources by faculty and students.
- Strengthen the Industry Institute Interaction with collaborative activities.
- To increase and strengthen the placements for students by imparting soft skills for their professional and overall growth.
- Encouraging the students for higher progression with societal impact factor.
- Continuous interaction and involvement of the alumni in all the institutional activities.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Ramnath Guljarilal Kedia College of Commerce is affiliated to Osmania University .The college considers great delivery to be the most important aspect of the curriculum. The syllabus which is prescribed by the Osmania University is implemented in the college .Thecollege organises the extra- curricular activities for the holistic development of the students.In the Institution all the departments before the beginning of the academic year /semesterprepares academic calendar, work load statements, time tables, guest lecture schedules areprepared well in advance of the teaching sessions . Our faculty regularly upgrade themselvesby participating in seminars , conferences, attending faculty Development programs .All the departments are equipped with ICT facilities to facilitate the faculty members in enhancingtheir teaching learning skills . Review meetings are conducted at the beginning of thesemester/year on curricular aspects for effective program outcome .we offer value -added courses in Entrepreneurship development , stock market ,Digital marketing ,these aid thestudents for their skill development and develop them professionally. The career orientation programs are organised by the IQAC for the professional growth of the students and meet thecorporate requirements . Students are encouraged to engage in workshops, discussions, quizzes, and management meetings, with an emphasis on interactive teaching. Field visits are planned to provide a hands-on orientation. As part of their education, students complete projects and internships in a range of businesses. Eminent professionals from various sectors deliver guest lectures, seminars, workshops, and FDP/EDP conferences to improve the teaching-learning experiences. To broaden the curriculum, faculty members are encouraged to attend orientations, refresher courses, conferences, and seminars, as well as deliver papers.· To familiarize students with basic concepts, remedial classes for slow learners, counseling and training for advanced learners, and bridging courses are offered. Advanced students are given tasks and homework to keep them mentally stimulated. To provide the best learning outcomes, experiential learning strategies such as field trips, group projects, working models, participative learning techniques such as group discussions, exhibitions, and so on, as well as problem solving approaches such as case studies, are used. The use of PowerPoint and multimedia presentations ensures interactive education. To maintain openness, students are graded and assessed based on their performance in house examinations, attendance, projects, and presentations.The college follows Continuous internal assessment process by conducting slip tests, internals exams, presentations ,quiz competitions and group discussions. IQAC organises all the extension activities for the institutional development and stakeholders feedbacks are collected andcomplied from faculty, students, Alumni, parents and employers .Students are made aware of the need for gender equity and inspired to strive for it from a multicultural standpoint. The College Encourages the Girls and Boys to participate in various Cultural, Sports,

and NSS activities.

### **Teaching-learning and Evaluation**

Admission notice is published in the regional and local newspapers and as per the guidelines of the Osmania university/TSCHE. The admission committee members interact with prospective students and their parents regarding course of study.

In order to maintain the standards and quality of the teaching the faculty are allowed to attend faculty developmental Programs , Pursue Swayam courses, NEPTAL Out of 44 faculty members, many of them are pursuing Ph.D. in their relevant discipline and others have Postgraduate degree with required experience of teaching and research.

The faculty uses number of E-learning websites, open source software, books, journals, e-journals data relevant to their disciplines. The Institution library has rich collection of books, national and international journals, magazines. Periodicals, Journals and magazines, e-journals, newspapers etc. are used in teaching learning process as and when required. The students are given some assignments which they will complete by making use of library resources. The course curriculum is developed by Board of Studies, Osmania University. It is divided into the units to be covered during the duration of the semester. The teaching plan is given well in advance, to enable the students mentally prepared for the topics to be taught. To felicitate the achievement of the intended learning outcomes, Faculty prepare the teaching plans in a very systematic manner. Departmental meetings are held periodically to assess the progress and discuss any related matters to the department. The faculties are deputed to participate in conferences, seminars and symposia, orientation and refresher courses to boost their teaching skills and make their teaching more innovative and effective. The college encourages the staff to undertake research activity and to enhance their academic qualifications by providing flexible time. Regular assessment of students through assignments, tests, presentations etc. The faculty monitor the progress of students and maintain a constant interaction with the students. The result analysis is done and extra classes are taken as per the requirement. Remedial classes are taken for slow learners and bridge courses are taken for non-commerce students. Advanced learners are encouraged and career counselling sessions are arranged to encourage them and guided to face competitive examinations to pursue higher education.

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

The college management encourages faculty members of UG & PG to submit the research proposals to ICSSR, AICTE and other funding agencies to carry their research work. A Research committee has been in place to facilitate the Research and Extension activities. The advisory board is constituted to give suggestions to the faculty when required and also acquit them with the latest happenings. The committee organizes workshops and sensitization programs to create research spirit among the teachers and students. The faculty has published text books with ISBN. The monetary incentives are given to the faculty members after publication of a research article in reputed journals and also writing the chapters in books. The institution has created a platform to have an active interaction between the faculty, students and the eminent researchers through invited lectures as well as conferences. The college also provides special on-duty provision for those pursuing research as per the norms of the cell. There are 11 Ph.D holders and 4 faculty pursuing Ph. Ds. Through various support systems like library and subscription in INFLIBNET, research is promoted. MOU's and collaborative activities are established for student training programs, field trips, research, internships, placements and extension activities.

The extension activities are undertaken under the NSS wing of the institution to help society by its services. The college has NSS unit through which college renders social and community services. Annually, NCC units

organize Health, Blood donation and Eye and Dental check-up camps. Also, physicians, Gynaecologists are invited to deliver their talk on health, nutrition and Women oriented issues. These activities among students make positive impact on health awareness and personal hygiene. The social outreach programmes brought a great impact on the overall development of the students as they come across different categories of the people and their living standards.. The College is a member of Institutional Innovative Council. The IIC organizes a series of guest lectures and events on Entrepreneurship, to motivate the students

## **Infrastructure and Learning Resources**

The college has an effective strategic plan in place to provide enhance the infrastructure that facilitates effective teaching and learning process. This plan ensures optimum utilization of space and infrastructural facilities so that the end user can obtain the maximum benefit.

- For an effective curricular, co-curricular and extra-curricular activities outcome, the institution houses: 27 ICT enabled classrooms with high internet speed. 50class rooms with LCD projectors. Principal's room equipped with WI-FI facility, CCTV. An air-conditioned conference room that accommodates 30staff members.
- One air -conditioned auditorium to accommodate 250 people. 6 number of staff rooms, 2 for each department.
- One room for examination branch and two rooms for storage. One room NSS unit, for yoga one room.
- The library houses 10,375 number of books for UG programs and 3,815 number of books for PG programs, subscription for 18 journals and 23 magazines, 182 CDs and access to 6,000 e-journals and 1,35,000 e-books.
- 6 Computer Labs for both UG and PG programs with 297systems with high speed secured Wi-Fi connectivity with LAN connectivity of 100mbps speed.
- To ensure safety and strict surveillance there are 126 CCTV cameras, 82 fire extinguishers, 3 lifts and parking space for 300vehicles. 1 store-rooms for records, files, registers etc. and exam branch exam branch.
- The Institution has 1.2 acres of campus in a built up area of 23,334 sq.mts ,Teaching instruction is given in 50 classrooms out of which 27 are LCD enabled
- Online facilities such as Zoom, Google Meet, Microsoft Team, and Google Classroom are available to conduct classes, webinars etc.

### **• ICT Utilization by Faculty**

#### **• 1. PowerPoint presentations:**

#### **• Audio-Visual Aids:**

- The infrastructure facilities and learning resources are categorized as under:

(a) E-Learning Resources include digital boards, library facilities, laboratories, computer Labs.

(b) Support facilities include, canteens, convocation hall, seminar halls, committee

rooms.

(c) Utilities include RO Purified drinking water, restrooms and power generators.

Classes are scheduled for optimal utilization of the available physical infrastructure.

- **Uninterrupted Power Supply:** To ensure regular and reliable power supply, Institution has invested in multiple solar plants with a total capacity of approximately 17KW and a power backup with diesel generator capacity of 62KV.

## Student Support and Progression

The institution focuses on co-curricular and extracurricular activities. The students play a vital role in organising the activities along with the faculty members for the overall development of the students.

The institution constituted several cells and committees that function as launch pads for students to excel in academics, placements and research. Anti – ragging cell students grievance cell, Discipline cell are a few cells that enable a safe and conducive atmosphere in the college.

To encourage all the sections of the society and to enable learning the college provides access to the state scholarship scheme to its students following the scholarship policy for the socially and economically backward section.

Student's Council is set up and meetings are held with them at regular intervals. Apart from them, all other students are also involved in the various committees as per their interest and expertise.

The college is committed in providing the best infrastructural and academic facilities to all its students.

The prospectus contains the information regarding the student services is given to all those, who aspire to join the college.

Remedial classes are taken for slow learners and advanced learners are given guidance to face competitive exams.

Placement services and Internships are offered. Outgoing students are offered with Campus Recruitment Training and are allowed for the campus recruitments.

Student results are quite encouraging in the college. The result analysis is done on a regular basis and proper guidance is given to the slow learners.

The college News letter “**Business Waves**” has encouraged several students and faculty to hone their expressions and creativity by contributing articles on contemporary developments spanning social, educational, economic and political areas.

The alumni of the college have been actively involved in various events of the college either as resource persons, judges or facilitators for co-curricular and extra-curricular activities.



There is a strong mechanism of handling the grievance through Faculty, Heads of the Departments, VicePrincipals and the Principal.

The institution has constituted Committees like Women Empowerment Cell, Anti ragging committee, Discipline committee with dedicated Faculty members who looks after gender sensitive issues. Governance and Leadership .

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

The Governing body of the institution is a Policy making body of the Institution, which meets frequently and discusses on the matters related to the institution development .It reviews the performance of the institution and decisions taken in the previous meeting and also approves the policy decisions. All new proposals are discussed and decisions are taken.

Our Management (Governing body) is highly committed and dedicated to the catering needs and to the towards the contemporary requirements of higher education.

The Management gives sufficient freedom to the Directors and Principals, to fulfil the vision and mission of the college and also over the overall development of the institution.

The Management provides adequate infrastructure for the effective functioning of the institution.The college management ,directors and principals broadly understands the needs of the society through its interaction with University, TSCHE and other academic authorities.

The college management supports the new initiatives for the institutional developmental .The management of the college recruits the teaching and non-teaching staff.It extends full support to all the new initiatives of these authorities. The financial aspects are governed by the Management.

The Management fully supports any new plans for the benefit of its stakeholders. Decentralisation and transparency in all processes of the system are followed. Internal and external auditing of accounts.

There exists a grievance redressal mechanism for the students .The performance of each employee both teaching and non-teaching is assessed annually after the completion of one year of service .

The adequate funds are allotted and utilised for effective teaching learning practices that include orientation programs faculty development programs ,workshops training programs and refresher courses that ensures quality education .

IQAC works in line with the vision, mission and objectives of the institution. The suggestions made by IQAC for the quality assurance and sustenance are approved by the management and then implemented

The institution IQAC helps in effective planning and implementation of institutional policies.

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

The institution gives highest priority to inculcate value-driven education, the safety and security of the students

of both genders to feel free to pursue their educational interests is a priority. Many initiatives have been taken by the college to foster gender equity and mutual respect.

The practice of counselling for both personal and professional matters is undertaken very effectively to the students for their career growth and personal development .

The institution is development is indulged in many community development activities like

'Harithaharam', Swachh Bharat' and Blood Donation Camp' many more. The mini convocation is also one of the best practice.

- The Institution has installed LED Bulbs and Tube lights for conservation of energy.
- The college has also installed Solar panel and power grid.
- Rain water harvesting pit is available in the campus.
- 124 Cameras were installed in the campus for safety of students and faculty under Good Governance Act.
- The Placement Cell provides the students to take up Internships offered by several companies. The students are interested to work as interns for a stipend and gets further experience
- The Student Clubs are constituted under different departments for conducting several events. The student's activities offered by these clubs enable the members to learn values and skills.
- The college releases "**Business Waves**" bulletin covering all the contemporary topics encouraging all the faculty and students to write the articles.
- As a part of Social responsibility, institution provides Oxygen Cylinders at free of cost to the needy in collaboration with Lions Club of Hyderabad.
- The college NSS unit has been organizing Swachh Bharat ,World heart Day ,in the campus.
- With great fervour the national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi, Sardar Sarvepalli Radhakrishnan are celebrated in the college.
- The students are encouraged for active participation in the plantation- Harithaharam, as it has been initiated by the Government of Telangana.
- The college is providing financial aid to the poor, deserving and needy students.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAMNATH GULJARILAL KEDIA COLLEGE OF COMMERCE
Address	OPP TO NEW CHADERGHAT BRIDGE DOOR NO 3 1 336 KACHIGUDA STATION ROAD HYDERABAD
City	HYDERABAD
State	Telangana
Pin	500027
Website	<a href="http://www.rgkediacollege.com">www.rgkediacollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K Sreehari	040-24607120	7337345654	040-24738939	rgkediacollege@gmail.com
IQAC / CIQA coordinator	N Srinivas Kumar	040-	9849015077	-	rgkediacollege@yahoo.co.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
-----------------------	--

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	12-02-1993	<a href="#">View Document</a>
12B of UGC	12-02-1993	<a href="#">View Document</a>

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	<a href="#">View Document</a>	02-06-2022	12	Every Academic Year the AICTE will give Approval

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	OPP TO NEW CHADERGHAT BRIDGE DOOR NO 3 1 336 KACHIGUDA STATION ROAD HYDERABAD	Urban	1.2	23334

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCom,Commerce,COMPUTER APPL	36	Board of Intermediate Or Diploma	English	120	120
UG	BCom,Commerce,BUSINESS ANALYTICS	36	Board of Intermediate Or Diploma	English	60	0
UG	BCom,Commerce,GENERAL	36	Board of Intermediate Or Diploma	English	120	69
UG	BCom,Commerce,HONORS	36	Board of Intermediate Or Diploma	English	40	0
UG	BSc,Science, CBCS PHYSICAL SCIENCE MATHEMATICS STATISTICS DATA SCIENCE	36	Board of Intermediate Or Diploma	English	50	1
UG	BSc,Science, CBCS PHYSICAL SCIENCE MATHEMATICS STATISTICS COMPUTER SCIENCE	36	Board of Intermediate Or Diploma	English	30	6
UG	BSc,Science, CBCS PHYSICAL SCIENCE M	36	Board of Intermediate Or Diploma	English	30	0

	ATHEMATICS ELECTRONICS COMPUTER SCIENCE					
UG	BBA,Business Administration,	36	Board of Intermediate Or Diploma	English	50	46
PG	MBA,Master Of Business Administration,	24	Under Graduation	English	192	189
PG	MCA,Master Of Computer Applications,	24	Under Graduation	English	65	65

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				8				58			
Recruited	2	2	0	4	5	3	0	8	23	35	0	58
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	6	4	0	10
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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.	3	2	0	4	4	0	5	1	0	19
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	19	33	0	53
UG	0	0	0	0	0	0	0	0	0	0

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



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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
		11	2	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	278	4	0	0	282
	Female	130	0	0	0	130
	Others	0	0	0	0	0
PG	Male	139	4	0	0	143
	Female	119	2	0	0	121
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	30	32	30	36
	Female	15	11	16	12
	Others	0	0	0	0
ST	Male	10	4	3	9
	Female	2	0	1	1
	Others	0	0	0	0
OBC	Male	156	184	173	189
	Female	104	101	67	80
	Others	0	0	0	0
General	Male	75	107	98	128
	Female	54	48	44	42
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>446</b>	<b>487</b>	<b>432</b>	<b>497</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>Ramnath Guljarilal Kedia College of Commerce is Affiliated to Osmania University. The University has to follow a roadmap or guidelines prepared and provided by the State Government and UGC, which in turn is followed by the college for implementing the NEP 2020 Curriculum. As and when the University prepares or issues the guidelines on curriculum framing and restructuring to implement the multidisciplinary / interdisciplinary structure of New Education Policy. As a Part of Curriculum, the Environmental Studies (EVS) course is made mandatory for the UG 1st Year students as a 2-credit course. The College is prepared to offer the allied courses like leadership and Management Skill, Basic</p>
---	---

	<p>Computer Skills &amp; Business Law and Mercantile Law other than the regular curriculum to enrich their knowledge.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The provisions of the Academic Bank of Credit (ABC) included in the NEP draft aim to enable numerous entry and exit points in their courses of study. This is a creative notion. to acquire and deposit funds via national programs such as V-Lab, NPTEL, and SWAYAM. It will also be taken into account for credit buildup and transfer in this clause. Through these, the student will be capable of obtain credits and finish the courses. Ramnath Guljarilal Kedia College of Commerce shall adhere to the prescribed curriculum and framework in this sense by the affiliated to Osmania university. Because of this goal, a centralized database in addition to the college's database will be created digitally. keep the students' academic credits in storage from different classes, in order for the credit.</p>
<p>3. Skill development:</p>	<p>Skill Development is a top priority for the students for developing a successful career and allows the students to compete in the global market .The Institution focused on the 3 different skills of the students such as Functional Skills , Self-Management Skills, Special Knowledge Skills .Functional Skills are the technical needed for the students to do the job as the college is providing the training program on certificate coursed in Web Designing ,Machine Learning Etc . Self-management skills are the abilities that help to manage students both professionally and personally by providing the practical implication of Knowledge .Special knowledge skills refer to the extra set of skills that make the students unique and valuable to the company or organisation, the Corporate training program is provided for the students to develop this skills .</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The proper integration of the Indian knowledge system, which includes online courses that teach about Indian language and culture To incorporate the local language, art, and culture, required curriculum activities such as literary ones should be added. For example, holding symposiums, group discussions, and interactions on language and culture-related subjects in the local languages will earn students extra credit. Regular field trips to nearby museums</p>

	and historical sites will help us to value our own customs and culture. This will raise awareness among students and strengthen Telangana's tourism industry. Our university arranges competitions for the students and invites distinguished speakers to provide guest lectures in the regional languages in observance of Hindi Diwas and Mathru Bhasha Dinotsavam. Online mode was managed by the Faculty of Telugu, Hindi, and Sanskrit.
5. Focus on Outcome based education (OBE):	It is typically involved the structure and systematic approach to align the curriculum with designed learning outcome. The general overview of the initiatives by the institution includes. 1. Defining the learning outcomes describe what students should be able to do or demonstrate upon completing the program 2. Curriculum mapping a comprehensive analysis of the existing curriculum to identify intended learning outcome are currently addressed. 3. Teaching And Learning Strategies: faculty adopts the student centric learning strategies, that encourage critical thinking and problem-solving skills.
6. Distance education/online education:	The Institution is technologically equipped to conduct online classes/ blended mode of teaching. In all the classes multimedia resources are equipped. Online Assessment tools: various digital assessment tool is provided for evaluating student learning, Including quizzes, tests and online assignment. These tools often included automatic grading features, providing instant feedback to students and saving time for faculty. 1. Focusing on technological Up gradation 2. Imparting Quality education 3. Extensive faculty training and development on teaching learning Pedagogies.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES. The Electoral Literacy Club (ELC) has been set up in our college with the Principal as chairman of the club. There are student coordinators working and coordinating as par the directions of faculty members in the Club. The Club is working to increase the awareness of students about the democratic rights of citizens and the need to vote in the elections. For this purpose they have regular meetings and hold
--	---

	<p>programs for the students and faculty members to sensitize them for this activity. They also bring out flyers and distribute them before and during the election time to make the people aware of their democratic rights and the need to vote in the elections.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>YES Student coordinators and coordinating faculty members have duly been appointed by the College in the Club. The principal is the Chairman of the club. They hold periodic and regular meetings to generate awareness and interest among the students and the faculty members before and during the election time and educate the target population about the processes of voter registration, corrections in the voters list and the robustness and integrity of the electronic voting machines (EVM's) which are used in the elections. They help the target audience understand the value of each vote and their mantras are "Every Vote Counts" and "No voter is to be left behind".</p>
<p>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.</p>	<p>The Electoral Literacy Club (ELC) in our College has undertaken many special and innovative programs in the recent past to generate awareness and interest in the target population about their democratic rights and the need for universal suffrage. Some of these programs include the following: • Pledge to vote – this is administered to all the eligible and targeted populations before and during the election time to enable them to exercise their franchise in a fair and ethical manner without falling for inducements in cash or kind by political parties in the election process Debating competition in the college premises is held before and during the election time to generate the awareness among the target population about their democratic rights and the value of universal suffrage for the democratic process. • Poster competition among students is also held at regular intervals wherein the students make posters on the need for exercising the franchise in ethical manner. • Promotion of voting among people with disabilities who are unable to travel to the voting booths. Our students take the initiative to transport them to the polling booths and back safely after the voting.</p>
<p>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</p>	<p>Our Electoral Literacy Club (ELC) is representative in character and have appointed student coordinators and coordinating faculty members. The ELCs has undertaken various innovative programmes and</p>

<p>advancing democratic values and participation in electoral processes, etc.</p>	<p>initiatives such as voter registration camps, voter awareness campaigns. Faculty members participated in programs for increasing awareness about democratic rights and to encourage them to exercise their franchise. Our ELC conducted voter awareness campaigns, promotion of ethical voting, enhancing participation of the underprivileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</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>Our college has set up an Electoral Literacy Club (ELC) is representative in character and undertakes various activities such as enrolling and registering the students who have attained age of 18 and become eligible to vote, organizing voter awareness camps, poster competitions, essay competitions, etc. The college has also conducted voter registration drives for students. The ELC has institutionalized the mechanisms to register eligible students as voters. The Students take initiative in orienting about the EVM's and coordinate with the government officials.</p>

## Extended Profile

---

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1120	1095	1139	1069	1072

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

### 2 Teachers

#### 2.1

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

Response: 89

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	43	39	42	46

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
75.65	53.87	38.49	45.63	54.95

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





## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The college considers delivery to be the most important aspect of the curriculum. This is in terms of syllabus completion and evaluation. The college adheres to the Osmania University curriculum and the University's almanac. The academic calendar provided by Osmania University is carefully followed by the college. The Principal supervises the efficient and effective execution of the calendar through formal meetings with Head of Departments and as needed, formal discussions with them. The meetings are held by the Head of Departments to distribute workload, assign subjects, plan the department's activities, and review the completed syllabus. The committee is constituted by the head of the departments, and the departments that comprise the Time-Table prepare it. Students are provided with a link to the university's syllabus, and timetables are posted on the notice board. At the start of the academic year, each faculty member is assigned with Teaching Diaries and writes a teaching plan, and same time they document the lecture and practical activities in the diary. The periodic evaluations technique by which the curriculum is given is carried out by the principle and HODs. The faculty maintains track of their grades and attends additional classes and breaks as needed. Well-equipped laboratories are in place to the greatest extent possible for the teaching of practical curricular components. Departmental libraries and ICT-Enabled classrooms are available in the college, which significantly increases program delivery. Orientation program is organized for new entrants, and experts will guide the students through the future features of each course and its specialties. The academic calendar includes dates for internal, practical, and pre-university exams. All department heads create and release a detailed examination schedule in advance. Internal exam question papers are prepared by relevant faculty and approved by the Head of the Department. Each department double-checks the answer papers to ensure a fair and unbiased review. Continuous Internal Evaluation (CIE) includes, in addition to examinations, assignments and quizzes. Assignments are distributed to students on the specified dates, and students submit solutions. To familiarize students with basic concepts, remedial classes are conducted for slow learners, counseling and training for advanced learners and bridging courses are offered. Advanced students are given tasks and homework to keep them mentally stimulated. To provide the best learning outcomes, experiential learning strategies such as field trips, group projects, working models, participative learning techniques such as group discussions, exhibitions, and so on, as well as problem solving approaches such as case studies, are used. For effective teaching and learning, innovative teaching methods such as presentations, e-notes, and the white-board approach are used. The use of PowerPoint and multimedia presentations ensures interactive education. To maintain openness, students are graded and assessed based on their performance in house examinations, attendance, projects, and presentations. Students are encouraged to engage in workshops, discussions, quizzes, and management meetings, with an emphasis on interactive teaching. Field visits are planned to provide a hands-on orientation. As part of their education, students complete projects and internships in a range of businesses. Eminent professionals from various sectors deliver guest lectures, seminars, workshops, and FDP/EDP conferences to improve the teaching-learning

experiences. The college collects responses from teachers, students, alumni, and parents. The feedback is examined using several metrics, and the performance of the students, faculty, and institution is evaluated.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 13

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

### 1.2.2

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

**Response:** 22.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	360	155	374	288

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

#### **Response:**

The institution's vision is the holistic development of students by adopting the student-centric approach. The Institution imparts holistic learning to the students, reflecting the core values and also addresses cross cutting issues such as professional ethics, gender, human values, Environment and Sustainability through the courses in the curriculum and also adds on courses. The institution makes efforts to enrich the curriculum by offering various Value -Added Courses to be on par with the industry requirements and allied areas, create access to employment and promote leadership qualities. University prescribed curriculum has a mandatory course for UG programs relevant to environment and sustainability, in the first year. The cross -cutting issues are also addressed in the curriculum

**Gender Equity:** Students are made aware of the need for gender equity and inspired to strive for it from a multicultural standpoint. The college encourages Girls and Boys to participate in various Cultural, Sports, and NSS activities. Senior faculty members who oversee the college's functional Women's Empowerment Cell (WEC) examine into the academic and personal issues that girl student's face. There are fully equipped common rooms for both boys and girls at the institute. An internal complaints committee has been set up to provide counseling to students regarding complaints they have filed. Numerous events, including those on women's safety, Health & Hygiene, and personality development for both boys and girls, have been organized by the cell for female students.

**Environment Sustainability:**The college has erected a 70KW solar power plant of its own after taking into account dwindling energy sources and pollution. The institute undergoes a thorough energy assessment on a regular basis. The college has been hosting a variety of community activities, including tree plantation, rallies on energy conservation, water conservation, and seminars in adjacent communities. The NSS unit at the college organises a variety of environmental-related activities.

**Human Values:**The teaching human values to youngsters is an essential component of the curriculum. Students learn to respect themselves as well as their teachers and elders. To ensure a ragging-free campus, the college has an anti-ragging cell. To protect human values, there are internal complaint and discipline committees led by senior professors. College campuses are accessible to those with disabilities. The college built a ramp close to the stairs for students who are physically challenged.

**Professional Ethics :**Through extracurricular activities, the college aims to integrate moral and human values. To educate the students, a variety of guest lectures and seminars have been organized. National

holidays like Independence Day, Republic Day, Gandhi Jayanthi, provides a forum for promoting moral and patriotic values. The college has started a variety of social initiatives, including campaigns to raise voter awareness, promote road safety, encourage blood donation, and provide legal aid.

**Soft Skills:** To improve students' employability, the college has set up a number of personality development programs through its skill development unit. Students are required to complete industrial trips and internships, and corporate experts are asked to speak with them about corporate norms and culture. A significant shift in behavior, attitude, and effective communication with classmates and teachers has been noted.

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

### 1.3.2

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

**Response:** 37.95

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

Response: 425

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

## 1.4 Feedback System

### 1.4.1

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

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

<b>File Description</b>	<b>Document</b>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 66.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
496	457	435	441	509

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

2022-23	2021-22	2020-21	2019-20	2018-19
757	757	757	630	630

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 55.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
198	190	211	182	216

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

2022-23	2021-22	2020-21	2019-20	2018-19
393	384	384	318	318

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 23.83

## 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:**

The faculty members use a variety of tutoring- literacy ways, similar as the interactive lecture system, design- grounded literacy, computer- supported literacy, existential literacy, etc. Illustration and customized lectures help make the tutoring- literacy conditioning effective. In addition, PowerPoint presentations are used to educate assignments in order to make literacy intriguing. Lecture approach All preceptors frequently use this traditional approach. This fashion makes it easier for the schoolteacher to interpret, clarify, and amend a textbook-only assignment's content so that the scholars would comprehend it better. Interactive strategy by encouraging pupil engagement in group conversations, part- plays, subject quizzes, news analysis, discussion, and questions and answers on current events, faculty members engage scholars in literacy. By using pupil- centric ways, faculty members strive to make the literacy exertion more engaging. Existential literacy To prop scholars in their existential literacy, the department runs peripheral conditioning. The departments promote the existential literacy ways listed below to raise scholars' situations of creativity and intellectual capability • Laboratory sessions cover the Practical trials in the syllabus. • Artificial Visits to give them hands on learning openings while they're at the association. Participatory literacy scholars engage in a variety of conditioning during this style of literacy, including forums, group conversations, systems, and skill- grounded add- on courses. The employment of specialist specialized or directorial capacities are encouraged among scholars in conditioning. In order to be prepared for the plant, scholars have to learn and understand the rearmost technology. In order to engage scholars in long- term literacy, preceptors are fusing technology with conventional modes of instruction. Information and communication are used in council ICT in education supports, improves, and optimizes the provision of education.

The Institute ICT Tools uses the following outfit Projectors There are 27 are having projectors, digital boards, computer with LAN Connectivity. Desktops and laptops there are 297 computers are set up in computer labs in order to enhance the practical knowledge for the scholars. Seminar Hall There's 1 Seminar Hall and it has been equipped with all digital amenities. Auditorium The later has a digital microphone, projector, camera, and computer system. Online installations similar as Zoom, Google Meet, Microsoft Team, and Google Classroom are available to conduct classes, webinars etc. PowerPoint presentations Faculty members are being encouraged to include PowerPoint slides into their lectures by employing TV defenses and overhead projectors. also, they've access to websites, internet hunt machines, and digital libraries to produce important presentations. Audio- Visual Aids Audio- Visual Aids are the educational system of education that uses audio and visual as a mode of literacy. The faculty use audio-visual aid in the classrooms to make literacy and engaging easy.

#### Use of ICT by Faculty

1. PowerPoint presentations Faculty are encouraged to use power- point presentations in their tutoring by using TV's and projectors. They're also equipped by digital library, online hunt machines and websites to prepare effective presentations.
2. Industry Connect- Seminar and Conference room are digitally equipped where guest lectures, expert addresses and colorful competitions are regularly organized for scholars.
3. Video Conferencing- students are counseled with the help of Zoom / Google meet operations.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 80.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	52	52	50	50

### 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:** 20.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	8	8	6

File Description	Document
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

To improve the standard of higher education and provide students with a variety of resources to perform well on examination, the College uses transparent and comprehensive internal assessment procedure. To add variation to the internal examination and assessment process, the institution allows departments to choose the evaluation technique. The continuous internal evaluation (CIE) component consists of internal Examinations; assignments, Practical examination. A crucial component of the teaching-learning process is assessment. The internal review procedure is decentralized to increase transparency and objectivity. By sharing the answer sheet with the students and addressing any complaints they may have about the assessment, the transparency is maintained. The concerned subject faculty administers internal examinations with a multiple-choice question, fill in the blanks and short answers format for internal examination and these is created in accordance with the format prescribed by the Osmania University.

The internal evaluation is completely transparent. The institution follows instructions specified by the Osmania university. 3. Faculty members clarify students about the components of the evaluation process during the semester beginning. 4. Internal assessment exam schedules are established in accordance with university guidelines and provided to students well in advance. 5. Invigilators are assigned to each examination hall to oversee the correct conduct of formative examinations. 6. The faculty members evaluate the student's assessment; the HOD verifies the corrected response scripts at random to ensure the standard evaluation process. The revised answer papers of the students are provided to them for verification and any complaints. 7. The final assessment for the labs and projects will be done by internal and external examiners appointed by the University from various colleges.

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

**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:**

The curriculum of the programmes is designed by the university; the faculty has to define the programme outcomes for each programme offered by the college. The college has clearly stated Programme Outcomes, Course Outcomes and Learning Outcomes. The Vision and Mission statements are displayed on the college website as well as in the college campus. The Course Outcomes are mentioned by the Osmania university in the syllabi prescribed for each program .In the beginning of every academic year the programme outcomes are explained to the students during the orientation programs, by faculty and also during the Principal's address. They are also displayed on college website and Prospectus. The

following mechanism is followed by the institution to communicate the learning outcomes to the students. · Hard Copy of syllabi and Learning Outcomes are available in the departments for ready reference to the faculty and students.. All these outcomes are explained to students in the classrooms .There are some

universal learning outcomes also which are inherent in each syllabus. The students are encouraged, guided to learn and imbibe these outcomes. They are also percolated to students through organization and participation of Cocurricular and Extra-curricular activities. Every

department plans and conducts many activities in light of the programme outcomes, and course outcomes. The performance of students in university examinations and in different internal examinations is a parameter of outcome assessment. The teaching-learning and assessment processes are reviewed by the IQAC.Records of academic results and other achievements are maintained by the departments concerned. They are submitted to the IQAC at the end of academic year. The feedback obtained from students on the teaching- learning process help to understand the expected learning outcomes. The students overall performances in co-curricular and extracurricular activities as well as his behaviour on and off the campus help to judge the programme or course outcomes. The feedback system of different stakeholders helps to measure and reckon the attainment of the

programme outcomes. The online student feedback system provides information pertaining to the relevance of the course, availability of the ourse material, and course's importance in terms of employability and so on, which is pertinent help the institution measure its learning outcomes.

The college has also utilized student satisfaction survey developed by NAAC (for conducting it during assessment and accreditation process). Ramnath Guljarilal Kedia College of Commerce used this to seek feedback on its own, for measuring the attainment level of course, and

programme outcomes. This is shared through IQAC Online Survey mail ID to all stakeholders,so that they remain informed of the virtues and shortcomings in teaching learning and accomplishments.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

The curriculum of the programmes is designed by the university; the faculty has to define the programme outcomes for each programme offered by the college. The college has clearly stated Programme Outcomes, Course Outcomes and Learning Outcomes. The Vision and Mission statements are displayed on the college website as well as in the college campus. The Course Outcomes are mentioned by the Osmania university in the syllabi prescribed for each program . In the beginning of every academic year

the programme outcomes are explained to the students during the orientation programs, by faculty and also during the Principal's address. They are also displayed on college website and Prospectus. The following mechanism is followed by the institution to communicate the learning outcomes to the students. · Hard Copy of syllabi and Learning Outcomes are available in the departments for ready reference to the faculty and students. All these outcomes are explained to students in the classrooms. The students are encouraged, guided to learn and imbibe these outcomes.

**PROGRAMME OUTCOMES (POs)**

**PO 1: Domain Knowledge:**

Gain domain knowledge for understanding Management theories and practices and make effective decisions

**PO 2: Critical Thinking and Problem Solving Skills:**

Apply Management techniques, tools and theories for business planning, analysis and problem solving

**PO 3: Communication Skills:**

Develop Verbal, presentation and reporting skills

**PO 4: Leadership and Team Skills:**

Build leadership skills through participation and working effectively in teams

**PO5: Entrepreneurial Orientation:**

Identify opportunities, asses the risks and foster innovative entrepreneurial motivation

**PO6: Ethics and Sustainability orientation:**

Engage and lead sustainability initiatives combined with ethical principles at local, national and global level

**PO7: Lifelong Learning:**

Create an interest to engage in continuous learning independently to improve knowledge and develop competencies

**SUBJECT: MANAGEMENT&ORGANIZATIONALBEHAVIOR**

**Code: MB 101**

CO No	Course Outcomes	Bloom's Taxonomy level		
CO1	1. By the end of the course, the students	Remember		

	would have a comprehensive understanding of management principle		
CO2	2. The student is exposed to the organizational functions in various organizational settings.	Understand	
CO3	3. The Learner may gain insights into individual, inter-personal and group actions in organizations.	Apply	
CO4			
CO5			

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES**

Course Outcomes (COs)	Program Outcomes (POs)						
	1	2	3	4	5	6	7
CO 1			3				
	3			2			
CO 2	2		3	1			
				2			
CO 3	2			3		2	
CO 4							
CO 5							
AVg	3.5	3	2	2	2		

Every department plans and conducts many activities in light of the programme outcomes, and course outcomes. The performance of students in university examinations and in different internal examinations is a parameter of outcome assessment. The teaching-learning and assessment processes are reviewed by the IQAC Records of academic results and other achievements are maintained by the departments concerned. They are submitted to the IQAC at the end of academic year. The feedback system of different stakeholders helps to measure and reckon the attainment of the programme outcomes. The online student feedback system provides information pertaining to the relevance of the course, availability of the course material, and course's importance in terms of employability and so on, which is pertinent help the institution measure its learning outcomes. Ramnath Guljarilal Kedia College of Commerce used this to seek feedback on its own, for measuring the attainment level of course, and programme outcomes. This is shared through IQAC Online Survey mail ID to all stakeholders, so that they remain informed of the virtues and shortcomings in teaching learning and accomplishments.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.3**

**Pass percentage of Students during last five years (excluding backlog students)****Response:** 87.59**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
305	383	372	322	361

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

2022-23	2021-22	2020-21	2019-20	2018-19
447	409	418	350	366

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

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.5

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### 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:**

Moment, it's essential for the scholars to learn and master the rearmost technologies in order to be commercial ready. As a consequence, preceptors are combining technology with traditional mode of instruction to engage scholars in long term literacy. C The institution is organizing colorful exposure programs and working hard for partnering with businesses and startups to bring academic inventions to the request. Entrepreneurs are the heart of the eco system and the institution is arranging programs related to startups. To produce a thriving invention ecosystem, it's important to foster collaboration, give access to coffers, and produce an terrain where threat and trial are encouraged. By doing so, we can continue to drive progress and break complex challenges in our ever- evolving world. Top of Form The Institution provides a conducive terrain for creation of Innovation and Incubation. All needed installations are handed and guidance is extended to the students. students are encouraged to laboriously involve in the operation of Technology for societal requirements. Necessary support is handed Publication of Research Papers and also for carrying patents. mindfulness sessions, shops, forums and guest lectures on Entrepreneurship are organized. scholars are handed openings to directly interact with outstanding entrepreneurs outstripping in their field. The sole ideal of the Incubation Center is to grease

scholars to convert their Ideas into Technological inventions. fiscal backing is handed for major and minor Research systems. Workshops on arising trends in Technology are held. scholars are encouraged to gain hands on experience and better Artificial Exposure. College has honored Research Centers in the departments and this would be an added advantage to the faculty and scholars for perfecting their exploration. Ideas and inventions flow steadily with the incipency a morning was done to nurture our scholars and transfigure, inventions in to a vital force for profitable growth. incipency was initiated by the scholars for the rearmost inventions. Institution is also taking part in AICTE( IIC)- Institution Innovation Council conditioning to encourage the scholars and inculcate the entrepreneurial chops in them. Some Student centric styles are given below design styles The design work stimulate pupil's interest on the subject and give pupil an openings of freedom of studies and free exchange of different views. As per the demand of syllabi, the design work is done. Field Study A field study is a general system for collecting data about druggies, stoner requirements, and product conditions that involves observation and canvassing . Data are collected about task overflows, inefficiencies, and the organizational and physical surroundings of druggies. Interactive styles The faculty members make learning interactive with scholars by motivating pupil participation in group discussion, part- play, subject quiz, news analysis, educational games, discussion and questions and answers on current affairs,etc. ICT Enabled tutoring ICT enabled tutoring includes class apartments with TV, Language Lab, Smart Group Learning Method Group Learning system is now being espoused through whatsapp group. Student partake their notes and study material through this system. Whatsapp group are made by pupil or by the contract schoolteacher. They partake the information to each other. Group systems Group systems can help scholars develop a host of chops that are decreasingly important in the professional world. Positive group gests , also, have been shown to contribute to pupil literacy, retention and overall council success.

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

### 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:** 52

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	14	07	10	08



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

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	00	01	00

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

#### 3.3.2

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

**Response:** 0

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

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

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

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

The college organizes a number of extension conditioning to promote institute neighborhood community to acclimatize the scholars towards community requirements. The scholars of our council laboriously share in social service conditioning leading to their overall development. The NSS Committee laboriously participates in the social issues which include cleanliness, tree colony, water conservation, Environmental mindfulness, Women commission, National Integrity, Aids mindfulness, Blood donation camp, Health scan camp. Through these units, the council undertakes colorful extension conditioning in the neighborhood community. All these mentioned conditioning have positive impact on the scholars and it developed pupil community relationship, leadership skill and tone- confidence of scholars. It also helped in cultivating retired personality of scholars and created mindfulness among scholars. It aims at developing rates of leadership, nationalism, maintaining discipline, character structure, spirit of adventure and the ideal of tone service. Other than NSS unit, the colorful departments of the council is conscious about its liabilities for shaping scholars into responsible citizens of the country by making scholars apprehensive of social issues through colorful programmes like Environmental Awareness, Personal Health and Hygiene, Diet mindfulness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic eradication, No vehicle day, Jananisuraksha, Programme on womanish foeticide, organizing visit to Orphanages and Anganwadi, Choosers mindfulness, Blood group discovery, Health check- up camps, Blood donation camps, Dental scan camp, etc. All these mentioned conditioning have positive impact on the scholars and it developed pupil community relationship, leadership skill and tone- confidence of scholars. It also helped in cultivating retired personality of scholars and created mindfulness among scholars. Institute follows a medium for scholars involvement in colorful social conditioning which promote citizenship places. Besides this, the institute organizes other conditioning also as per need and

vacuity of time without affecting academics. mindfulness programs on gender equivalency, environmental mindfulness, cleanliness, tree colony in lot are also organised by the institution. Institute encourages faculty members to organize different extension conditioning and factory in other institutes also. All departments have conducted numerous extension conditioning for society in vicinity at different locales. For holistic development of the scholars- sports, artistic events, specialized and nontechnical events are organized. The ensuing points show the extension conditioning and its impact and sensitizing scholars to social issues and holistic development. 1. Water Conservation Tree Plantation Social Development scholars are motivated for the community service and they're made apprehensive of their responsibility towards social issues 2. Yoga Day festivity Physical Development scholars are made apprehensive of the benefits of YOGA and exercise session is conducted by the experts 3. Blood Donation Camp Emotional Development Ethical values developed during colorful donation camps help scholars come emotionally involved in veritably important social issues. 4. Independence Day and Republic Day festivity Moral Development rates like nationalism and righteousness are imbibed in scholars. 5. National Youth Day Spiritual Development colorful sessions on the work and gospel of Swami Vivekananda are bandied. His work motivates all of scholars and faculty members for seeking to better life. 6. Soft skill and Computer training in Government Schools The scholars of Government seminaries have been initiated in to the Computer education and Soft skill training have been communicated to them.

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

### 3.4.2

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

##### **Response:**

The NSS wing of the college organizes the Blood Donation Camp and for this academic year blood donation camp was organised in collaboration with Shri P.V.Narasimha Rao Memorial trust .The College provides all facilities like space, furniture, Blood group testing rooms, blood donating room with good hygiene and sanitation as per the medical standards.

The camp is inaugurated with a motivating session by the management & experts. The student stakeholders of the institution, should understand the importance of connect with the community.. We have been donating 86 units of blood to Lions club, RTC and Shri P.V.Narasimha Rao etc and receiving a Certificate of Appreciation, every year.

Our college organised several Swachh Bharat campaigns, Haritha Haram, Rain water harvesting pits, separation of wet and dry garbage, Eye checkup, Hygienic awareness program, donating books to government school, voter awareness campaigns and traffic awareness, financial literacy and self-defence, Marathon run as per norms of Telangana Government ,voice for girls and activities with NGO's like covid vaccination and organised social activities in association with seva Bharathi Nimboliadda.

As a part of Social responsibility, college management has distributed provisions to class IV employees and food packets during the lockdown.

The NSS Committee also distributed Long Note books and Dust bins to the nearby Kachiguda, Government High school . They have appreciated our services.

Our college has given away the old newspapers, magazines and other unused materials to Wellbeing out of Waste, an initiative (CSR) of ITC Co.Ltd. is working on Wastage collection and recycling.

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

### 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:** 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	07	02	06	06

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

## 3.5 Collaboration

### 3.5.1

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship,*

*on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 06

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

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

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

**Response:**

Institution has a well-developed infrastructure; it is equipped with modern facilities and learning resources to achieve academic excellence according to its vision and strategic objectives. The infrastructure facilities and learning resources are categorized as under: (a) E-Learning Resources include digital boards, library facilities, laboratories, computer Labs. (b) Support facilities include, canteens, convocation hall, seminar halls, committee rooms. (c) Utilities include RO Purified drinking water, restrooms and power generators. Classes are scheduled for optimal utilization of the available physical infrastructure. Sophisticated equipment is available in the laboratories. The Institution continuously strives to create and enhance infrastructure both in terms of buildings and other facilities to provide a good teaching-learning environment. To promote cutting-edge research in challenging emerging research areas a research policy is created to facilitate the faculty members to enhance their research and participate in all the FDP's, MDP's and other professional development activities. This is a proactive measure which helps personnel to respond to situations in time and prevent mishaps. The Institution has fire-fighting system in place in all buildings and labs. The Institution emphasis on curricular and co-curricular activities for the complete development of students. Students are also encouraged to participate in both indoor and outdoor sports to develop skills like leadership, teamwork, and ability to compete in a variety of events. The goal of the institute has been to give students a holistic education since its beginning, and steps have been taken to develop the required infrastructure to accomplish this goal. The institution has Sports room, Yoga room, Seminar hall and Auditorium to conduct various cultural programs, events, Convocation day etc. The institute has appointed a sports coordinator to oversee regular sports events. The students are identified by the sports coordinator (PET), who then coaches and support them in the selected sports so they can compete in university and national level competitions. The institute has good indoor sports facilities, including those for table tennis, carom, chess, etc. Badminton, basketball, volleyball, throw ball, cricket, football, kabaddi, and shot put are a few of the outdoor sports that are also played. Cultural activities are organized on various occasions, such as Fresher's Day, Farewell, Teacher's Day, National Festivals, Annual Festivals.

The following tools are used by the Institute ICT Tools:

1. Projectors- There are 27 projectors are available in different departments
2. Desktop and Laptops- Arranged at Computer Lab and Faculty cabins in the campus.

3. Printers- They are installed at Labs and all prominent places.
4. Photocopier machines - Multifunction printers are available at all prominent places in the institute.
5. Scanners- Multifunction printers are available at all prominent places.
6. Seminar Rooms- Two seminar halls are equipped with all digital facilities.
7. Auditorium- It is digitally equipped with mike, projector, cameras and computer system.
8. Online Classes through Zoom, Google Meet, Microsoft Team, Google Classroom

#### Use of ICT by Faculty

1. PowerPoint presentations- Faculty are encouraged to use power-point presentations in their teaching by using LCD's and projectors. They are also equipped by digital library, online search engines and websites to prepare effective presentations
2. Industry Connect- Seminar and Conference room are digitally equipped where guest lectures, expert talks and various competitions are regularly organized for students.
- 3, Video Conferencing- Students are counseled with the help of Zoom / Google meet applications.

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

#### 4.1.2

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

**Response:** 17.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
25.56	4.07	11.57	6	0.81

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

In an Educational Institution library is the essential resource, serving as a hub of knowledge and information. In the library ,maintaining adequate subscriptions to e-resources and journals is paramount in creating a comprehensive and dynamic learning environment. When all these elements are in place, a library can be optimally used by faculty and students, fostering academic growth, research, and innovation.The institution has an Integrated Library Management System (ILMS) . It offers a digital platform that streamlines various library functions, such as cataloging, circulation, acquisitions, and more. Through ILMS, libraries can efficiently manage their collections,track the availability of resources, and provide online access to the library's holdings. This automation enhances the overall user experience, making it easier for faculty and students to find and access the materials they need. The KOHA software with 21.05.15.000 version is used.The institution has NLIST, J-GATE ,DELNET and NDLI subscriptions. Adequate subscriptions to e-resources and journals are indispensable in today's digital age. These resources provide access to a vast array of academic materials, research papers, and publications, allowing users to stay up-to-date with the latest developments in their fields.

With the integration of these subscriptions into the library's system, students and faculty can conveniently access a wealth of information from their laptops, tablets, or smartphones. This not only enhances the learning experience but also supports research endeavors. In our institution we have 42 national & International journals which cater to the needs of faculty and students for their academic and research works .The optimal utilization of the library by both faculty and students fosters a culture of continuous learning and research. Collaborative spaces and digital tools within the library facilitate group discussions, brainstorming, and project work. Additionally, access to e- resources and journals allows users to explore topics beyond their immediate curricula,encouraging interdisciplinary thinking and innovation.

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



## 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:**

With the adding demand for internet access in educational premises due to evolving standard of education and inflexibility offered by the Internet- universities, sodalities, educational institutes etc., are keenly stepping forward to setup secured and stable wired or Wi- Fi network lot for their scholars. As per the current request trend, utmost of the scholars like to carry 3- 4 bias with them like mobile, tablets, laptops, ipod etc. with them to lot. As these bias devour bandwidth, sodalities and universities are floundering hard to keep up with the bandwidth demand. Educational premises have major conditions of stoner access control, control over bandwidth consumption, and discerned policy control for operation faculty's access and pupil's access. These premises with wired and wireless internet access bear seamlessly roving installation to pierce internet from class room to library to labs and domestic areas. Laying complete network with different seller result would be veritably expensive trouble and delicate to manage while specialized issues. Education institutes bear cost-effective comprehensive result that offers all the advance installations and features in single platform with single point of contact for specialized support. The institution continuously strives to give the state- of- the- art technologies and modernize its ICT installations to insure effective functioning. expansive structure had been setup in the classes. There are 27 Classes having digital boards, projector with Computer installations which enables the faculty to use the multimedia coffers for the effective tutoring literacy process and the forum & theater also digitalized with the ultramodern ICT tools. A well- equipped computer lab is also performing in the institution, so that the scholars is suitable to pierce the lab and the specialized platoon is always work on over- gradation of computer labs with the streamlined software. The whole institution has LAN Connections and Secured Wi- Fi installations( 100MB/ PS). All tutoring staff member use the ICT enabled classrooms and laboratories, which also includes Audio- Video illustrations. The faculties and executive staff also give with the laptops for smooth functioning. The class apartments are under CCTV Surveillance. utmost of the sanctioned work is being done with the help of ICT. The council regularly maintains the IT installations. Following are some introductory installations for streamlining Computer is formatted in regular base. College itself formats the computer without no freights and by the help of computer driver. Anti-virus is regularly installed in computer. All computer has anti-virus Wi- Fi connectivity is available i.e., in star chamber, Office- room, IQAC room, colorful departments including library and laboratories. LAN installation 3- Subcaste Switching( Core, Distributed and Access) model is enforced. Core subcaste switches in the structures are connected with the CAT- 6 string. This core switching is farther extended to Distributed Switching for departments through Gigabit secured Wi- Fi Routers where 100/1000 Mbps( Gigabit Switches) are installed. As per the conditions of access point 10/100( Megabits) or 100/1000( Gigabit Switches) are used. Secured Wi- Fi installation IT department extend the complete support to the scholars. It's made available by setting and installing the Wi- Fi zones at colorful locales similar as Library Reading Room, colorful Departments. Staff and scholars can pierce this Wi- Fi installation on their Laptops by registering themselves. The institute has

multiple Wi- Fi access points to give the Wi- Fi internet access through Wi- Fi zones. The institute is Wi- Fi enabled lot.

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

#### 4.3.2

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

**Response:** 4.77

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

Response: 235

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

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

**Response:** 7.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.53	4.08	1.13	2.68	7.59

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 32.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
177	183	553	487	395

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

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

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

### 5.1.3

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

**Response:** 11.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	255	56	181	130

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

### 5.1.4

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

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

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

## 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:** 0.34**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	0	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
305	383	372	322	361

**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](#)**5.2.2****Percentage of students qualifying in state/national/ international level examinations during the last five years****Response:** 0.12**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/**

**IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
02	0	0	0	0

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

**5.3 Student Participation and Activities****5.3.1**

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

**Response:** 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	01	0	0	0

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

**5.3.2**

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

**Response: 7.6****5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	11	6	4	3

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

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

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

**Response:**

The alumni association contributes significantly for the development of the institution by extending their donation in colorful areas. The council has a registered alumni association. The Alumni Associations functions through two modes.( i) as an independent organisation,( ii) as an association championed by the College. The independent alumni association meet as and when necessary arise. star and elderly faculties are invited to share to offer suggestion to ameliorate the weal of the council. Alumni association championed by the council meets formerly in a time. star being the principal fellow convene the meeting and present the immediate requirements of the council, while reeving commentary and suggestions from the alumni for the development of the council. Prominent alumni grease the prospective scholars for employment generation. Beside the alumni association of the council. Certain old departments have their own alumni set up to promote their department interest. Alumni have contributed in kind and cash for the development of the department and council. way are being enforced to strength the alumni association to play an active part in the development of the council. 1. Guest lectures on colorful subjects and give guidance from the experts of colorful fields to the scholars. 2. Some of our alumni are industrialists; they partake their knowledge and moxie with the scholars. 3. Alumni Association helps to organize educational and artificial visits for the scholars. 4. A significant number of our alumni are always visiting to overseas countries and they conduct their experience with scholars by arranging motivational lectures. 5. Alumni Association provides information about the job openings available in their fields. 6. Our Alumni Association motivates the scholars for exploration conditioning. The purpose of an association is to foster a spirit of fidelity and to promote the general weal of your association. Alumni association live to support the parent association pretensions and to strengthen the ties between alumni, the community and the parent association. Alumni cultivate and foster friendly and cordial relations between ex-students and the history and present workers of the council. We constantly meet and call some of the alumni to



give guidance to our scholars for unborn career, perceptivity of work life and speak to our scholars regarding external commercial world. Some scholars of night council have a guilt of losing out on openings, which is an important content of discussion between alumni and current time scholars as they can clear and present their gests with practical scripts. In general, we meet and keep fellowship with other stakeholders. We're awaiting our association to laboriously contribute to academic events and programs with trustees and our present staff members. In general, we meet and keep fellowship with other stakeholders. We're awaiting our association to laboriously contribute to academic events and programs with trustees and our present staff members. fiscal Support Our Alumni Association supports the Institute in financially also. It encourages our alumni to help the institution by giving freehandedly for the infrastructural development of the council. Alumni Association encouraged some of our alumni to contribute for the purchase of books, water- cooler, air cooler and inverter for Competitive Study and Guidance Centre. Alumni association helps to the meritorious and weaker section scholars by financing education.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

The Governance of the Ramanath Guljarilal Kedia College of Commerce, MSS is a reflection of successful leadership in tune with the vision and charge of the institution as it includes all the stakeholders. The institution explosively believes in translucency, quality, participative leadership and delegation of power at colorful situations. Ramnath Guljarilal Kedia College of Commerce believes the culture of participative operation in all academic and non-academic conditioning. To ensure the participative operation and decentralization of governance institute follows commission system for perpetration of all its opinions. Then under institution Vision & Mission, Organogram and colorful panels at institute position & their functions and are attached. To insure the successful perpetration of the National Education Policy (NEP) 2020 at GC Sanjauli, the institution has introduced colorful enterprise aimed at orientating faculty members and executive staff towards the pretensions and guidelines of the policy. Ramnath Guljarilal Kedia College of Commerce, MSS enables all the stakeholders to laboriously share in the governance's effective conduct and administration because it's popular and participatory in nature. The council has established a Governing Body that works continuously to examine the council's developing issues. The President and Secretary of the Society have certain powers and authorities under the Society's constitution to carry out its programs with the backing of the council star. The top distributes it among the colorful situations of council functionaries. The College Development Committee is always looking into colorful issues pertaining to the institution's overall growth. All are involved in the decision-making process in regard to the Internal Quality Assurance Cell, all Heads of colorful departments, convenors of colorful panels, fellow of colorful cells, and staff representatives. They put in scrupulous sweats in developing and putting into practice the Institutional programs. Perspective Plans The council has a Perspective Plan for its over all development in a methodical manner. Infrastructural development through perpendicular expansion to accommodate further classrooms, laboratories, theater, staffroomsetc. Emendations to revive the geriatric structure of the institution. enhancement in the Profile of the preceptors enhancement in the Learning Experience of scholars through the use of ICT and other innovative means in the classroom. Partnering with near Institutes/ sodalities for academic dispersion. rallying of finances and systems through colorful sources. Conducting academic events for scholars and preceptors at public position To engage scholars in community development. To give value grounded professional education. Participation of the preceptors in the Decision Making All the preceptors working at different situations like Professor, Associate Professor and Assistant Professor discharge their places towards the perpetration of the vision and charge of the institution. preceptors' visionary part is also vastly seen in the decision-making process. All the preceptors are included in colorful panels which functions throughout the time in order to make the institution an residence of knowledge and chops. All the Heads of colorful Departments are given full freedom and autonomy for executive and academic exertion. The College has a number of panels like Academic Council, Admission Committee, Examination Committee, Library Committee, Research

Committee,etc. In addition, preceptors also discharge their duties in artistic, social, and academic conditioning, environmental conditioning Women's Cell, the Sports Club, Reading Club, etc

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The creation of strategies in advanced education institutions guarantees quality and increases functional effectiveness. The council has a quality policy that was created with input from the expert members of the Governing body, Council, and Osmania University guidelines. In order to support new experimenters, the Institute hopes to host further public and transnational conferences and forums while also enhancing its exploration structure. The emphasis is on using multifaceted strategies to negotiate important objects in four areas, including academic excellence, exploration and development, structure and coffers, and stakeholder operation and collaboration, which are essential to the future of the council. The Institution is governed by a governing body. It's the Institution's policy- making body, which meets on a regular base and considers the docket presented by the Hon. Secretary. It assesses the institution's performance and choices made in the former meeting are approved, as are policy choices. All new proffers are considered and decision- timber are made.. Our operation( Governing body) is largely married and devoted to the service of feeding to the contemporary conditions of advanced education. The operation gives sufficient freedom to the star to serve, in order to fulfill the vision and charge of the council. The operation provides needed structure for proper functioning of the institution. The College leadership undertakes to understand the requirements of the society through its relations with University, UGC and other academic authorities. The Committee headed by the Hon. Secretary, Joint Secretary and Directors will retain the Staff. The fiscal aspects are governed by the operation. star The star administers in a popular and participatory manner, encouraging entire engagement and active involvement of both tutoring and non-teaching workers. The entire administration of the institution and keep of discipline( among faculty and scholars) fall within the horizon of the star( Administration). He's in charge of keeping office records up to date and serving as the government's and university's point of contact for all other executive issues. The star of the entire department will be coordinated with the NAAC Accreditation Process. Vice star The council's academics are entirely under the control of the Vice-Principal( Academic). She he are responsible for the completion of the class, the keep of academic records, the keep of attendance register, assignment plans, etc. The Vice star engages in all council events and equals with the Department Heads. Heads of the Departments The HOD plans the departmental workload grounded on the Osmania University course conditions. Assigns the department's members the workload. equals with the Examinations fellow, Time- Table In- charges, Lab In- charges, and the Library Committee. Arranges the Non-commerce ground course classes in fiscal account and other

Subjects for the scholars who don't have a foundation in Commerce. Making a list of the slow learners in each class and setting up remedial classes in the applicable disciplines. Preparation of the Result Analysis. Making sure to record Student Club events, guest speakers, shops, forums, and quiz programs, among other effects. 1.IQAC Committee Convenors Each commission the council creates is made up of a convener, aco-convener, and a select group of faculty members. 2.Meetings and events are organized by the commission convener. 3.These panels support the council's multitudinous conditioning. 4.Every commission has well defined pretensions and duties. 5.The standard operating procedures( bribes) established by IQAC are followed by each commission.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

### 6.2.2

*Institution implements e-governance in its operations*

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

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

Welfare measures taken towards the staff reflects on the affair and selfless donation towards tremendous growth of any Institution. Ramnath Guljarilal Kedia College of Commerce has been offering several weal measures to both tutoring andnon-teaching staff. The weal measures for tutoring staff include following Laptops being handed to the faculty during the epidemic. During the conduction of examinations staff were handed with mask, sanitizer and hand gloves. Free vaccination was also handed

to the staff. Applying Hand Provident Fund( EPF) scheme Educational figure concession to the workers ' children Free Legal Advice through the family enterprises( Law College faculty) when workers are in need fiscal impulses for faculty after completion ofPh.D furnishing on- duty warrants when they attend faculty development programs, shops, conferences and forums . Motherliness leaves, sick leaves Medical insurance for workers like Employee State Insurance Scheme( ESI) The weal measures fornon-teaching staff include following constantly sanitizing the office area. Free vaccination was also handed to the staff. Applying Hand Provident Fund( EPF) scheme Educational figure concession to the Non – tutoring staff children fiscal benefits for pursuing high studies Free Legal Advice through the family enterprises( Law College faculty) when workers are in need tone APPRAISAL SYSTEM The performance of each hand is assessed annually after completion of one time of service. The ideal isn't only to estimate the performance as per established morals, but also to identify implicit aspects for enhancement that can ultimately lead to farther progress and growth of the hand. Each faculty member has the occasion to tone-estimate their sweats towards tutoring- literacy and evaluation related conditioning;co-curricular; extension; professional development related conditioning, exploration and academic donation. The tone-appraisal also enables executive andnon-teaching staff members to estimate their work precedences and performance versus the vision and charge of the council. The salient features of the Performance Appraisal System are as follows Faculty The performance of each faculty is assessed according to the Performance grounded Appraisal System, at the end of academic time. The institute undertakes a wide range of conditioning besides academics, for which faculty members are assigned fresh duties and liabilities. The Institute accords applicable weightage for these benefactions in their overall assessment. The proforma of Performance grounded Appraisal System, filled by the Faculty Members is checked and vindicated by the star and the operation. Non- tutoring Staff The colorful parameters forNon-Teaching staff members are assessed under different orders. Character and Habits Departmental capacities Capacity to work hard Discipline trustability Relations/ Co-operation with elders, inferiors, associates, scholars and public Power of Drafting( where applicable) conservation of important documents concerned Specialized capacities The Annual Performance Appraisal System has significantly helped in the evaluation of the performance of workers, in motivating them, analysing their strengths and sins and icing better performance.

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

### 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:** 7.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	0	2	4

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

### 6.3.3

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

**Response:** 19.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	10	13	14	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	11	12	12

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>

## 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:

#### Audit

Our institution understands the significance of efficient resource mobilization, prudent financial management, and upholding financial transparency as part of its commitment to offering high-quality education and for holistic development.

Funding is distributed methodically. Academic programs, faculty development, research, and services for student assistance are prioritized in the allocation of funds based on institutional priorities. Our financial system prides itself on transparency and accountability. A structure for accountability is framed to prevent misallocation wherein stakeholders may monitor how funds are being used. Regular assessments of financial allocations is done to ensure alignment with evolving demands and strategic goals. We use cost-effective techniques for resource management, infrastructure development, and energy management

Financial audits are performed regularly by the institution, which has a strict system. The use of cash, the accuracy of financial records, and adherence to economic policies are all evaluated by internal financial audits, which are carried out twice a year.

The college authority conducts the institution's internal audits on a regular basis. Internal audits are carried out by accounts department with the help of Chartered accountant and the reports are then given to the respective department Principals. The governing body gives the instructions to correct if any, in order to resolve the audit objections after carefully reading and analyzing the report.

According to government regulations and procedures, the Directorate of Public Instruction appoints the External Auditor who carries out a yearly external audit to give an impartial review of our financial procedures. The report's concerns are brought to the attention of the relevant sections for prompt remedy. Any suggestions the auditors make are implemented immediately to improve financial transparency and efficiency.

In conclusion, our institution's commitment to efficient resource mobilization, optimal money utilization, and financial openness has not changed. We build a solid basis for our future growth and success through strategies and procedures demonstrating our commitment to academic excellence and prudent financial management.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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



**Response:**

Internal Quality Assurance Cell (IQAC) was formed in the year 2007, Considering mission and vision of institution, the main goal of the IQAC is to raise the educational quality standards and institutional procedures to promote best practices, promote a quality education ,throughout the institution as a whole. The IQAC composition includes Director, Principal ,Vice -Principal, Head of the departments, faculty representatives ,student representatives , alumni representatives and one representative from Osmania University.

**Strategies for Quality Assurance:** The IQAC has methodically incorporated quality assurance strategies into the organization's policies and operations. This includes improving faculty performance, student support services, and curriculum development. The teaching-learning process, for instance, has been elevated through the introduction of innovative educational methods, which have enhanced student engagement, retention, and learning outcomes.

**Periodic Review and Assessment:** The IQAC performs comprehensive assessments and annual reviews at regular intervals of 3 to 4 meetings will be conducted yearly, covering a range of topics, including the infrastructure, governance, and procedures for supporting students, as well as research and the teaching-learning process.

**Monitoring and Records:** The IQAC uses an effective monitoring system that carefully documents all quality assurance activities and their results. This comprises the Annual Quality Assurance Report (AQAR), stakeholder input, and self-assessment documents, which are comprehensive resources for monitoring our quality improvement initiatives.

**Assessment and Learning Outcomes:** Ensures that learning outcomes across all programs are evaluated and aligned with program and institutional objectives. Data and surveys show that students' performance and satisfaction have improved significantly, demonstrating the success of our activities.

**Best Practices and Innovations:** Due to the efforts of the IQAC, we have embraced several best practices, organising gender sensitization programs , women empowerment programs , awareness sessions on narcotics , traffic rules , Cyber crimes etc. Business Waves Magazine with the ISSN NO : 2456-3382 .Management encourages the faculty to pursue Ph.D and also to write research articles.

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

**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:** D. Any 1 of the above

File Description	Document
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

#### **ANNUAL GENDER SENSITIZATION ACTION PLAN**

The concept of gender equity refers to “fairness of treatment for both women and men, according to their respective needs. This may include equal treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities”.

The Institution encourage the students, faculties and other staff members on various awareness program on Gender Equality, women’s rights and prevention of Sexual Harassment, Health and Safety measures, legal aid Program to help the people those who are economically backward.

The Institution imparts holistic learning to the students, reflecting the core values and also addresses cross cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability through the courses in the curriculum and adds on courses.

#### **SAFETY AND SECURITY**

The Institution implements pre-defined taxonomy which allows the institution to classify the assets. Given that privileged account misuse is one of the leading causes of asset breaches, it is imperative that you restrict access to critical systems, accounts, and data, in accordance with the Principal of Least Privilege (PoLP). In other words, users should only be granted access to the assets they need to perform their role, and access should be revoked when it is no longer required. It is generally considered to be a good idea to use multi-factor authentication whenever possible.

The institution provides Security awareness program, since a large number of security incidents are caused by negligent insiders, security awareness training is crucially important. Employees must understand the importance of assets and must be trained to identify suspicious messages.

The Institution provides all the Safety and Security Measures by incorporating the Electronic Surveillance the campus to monitor and avoid any unethical events in the Institution.

#### **COMMON ROOM**

The Institution has a separate common room for boys and girls. It is equipped to enhance and also develop their potentials in the Extra Academic activities. There is also a provision for indoor games

such as carom, table tennis, chess, etc.

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

## COUNSELING

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

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

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

### 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.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>

### 7.1.3

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

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

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

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

#### 7.1.4

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

**Response:**

The development of the country depends on the youth who play a very vital role in the development of the country and the institution. The college organizes several programs related to environment, ethical, cultural and spiritual values among the students and staff. All the commemorative days are celebrated with the support of the management not only recreation and amusement but also to generate the feeling of oneness and social harmony. The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, we do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities.

The faculty and students celebrate the cultural and regional festivals, like New-year's day, teacher's day, orientation and farewell program, Induction program, oath, plantation, Women's Day, Yoga Day, Ganesha Festival, Dasara & Bathukamma Festival. Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration.

Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students. In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### Best Practice 1

##### 1.Skill and Talent Enhancement Programs

**Objective:**

- To ensure high quality bench Marking globally acceptable qualification standards
- To train the students to understand with experimental learning and practical approach.
- To enhance the skills of the students to able to apply the knowledge to face and resolve real time challenges.

**Context:**

- Skills and Talents are the driving forces of economic Growth and social development of the country.
- All the students need to work further to enhance their talent to be not only a part of raise to win it.
- As a part of vision and Mission of the institution this practice is implemented

**Practise**

- All the department of the institution have designed various certificate and skill development courses to bridge the gap between academic to industry
- Events are organized in according with the vision and Mission of the institution along with departmental objectives.
- Events are structured and executed for active participation of students at every level
- Organizing Comity of the teachers and students working under the able guidance of respective Head and coordinator.
- Various types of events such as Role plat, Quiz, Essay Writing, Aptitude Test, Paper Presentation etc. Are organized.

**Evidence of Success**

- All the records in the form of application Letter duly signed by principal to grant the permission of the program , attendance record of the participant, Reports of the events and Geo Tagged Photographs are maintained .
- There is increase in the entrepreneurial activities of the students in the form of start-up.
- There is increase in the number of students placement in various Industry and Corporate
- There is a demand of the students from the practical sector in the industry

### **Problem Encounter And Resource Required**

- Maintenance of standards and levels
- Fund Allocation and executional Problems
- Motivation of Non-Teaching staff and students.

### **Best Practices : 2 Women Safety and Empowerment**

#### **Objective:**

- 1.Prevention of Existing Inequality in the society
- 2.To Develop Self Confidence among the women.
- 3.To create employment opportunities

#### **Context:**

- As a part of government initiation “Beti Padhao and Beti Bachav”
- Women’s rights .are Human Rights

#### **Practise**

- The Department, Committees, and association are selected by the principal and IQAC to performance the task
- The instruction with prospective planning are given to the coordinators, convenor and in charges.
- These authorities allocate the work to teacher and students
- The timetables are prepared and records are maintained

#### **Evidence of Success**

- The level of participation of girl student as increased over a period of time.
- There is a evidence of improvement in Self Employment.

### **Problem Encounter and Resource Required**

- Motivational Levels of the students
- Identifying Specific activity, Resource Person

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 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:**

The Institute commit for excellence education in the hallmark of its distinctiveness. Effective teaching learning activities with latest pedagogy approaches for implemented .The institute is known for experienced faculty and the state -of-the art that enable the student to acquire and knowledge and skills the need for exceling in their choosing field. Various approaches have been taken to enable the students to meet the individual needs .In addition to academic offerings the institute stands for its focus on its holistic development, it includes providing students with wide range of add on facilities that go beyond the traditional class room experience. The institute offers additional soft skills training program that helps the student to develop the soft skills and corporate manners that are essential for success in global market Place. The institute pro-actively identify the needs with current trends of the marketing and makes the provision for impairing the add on courses to meet the requirement. ICICI foundation made a MOU with the institution to develop the Soft Skills among the students with the placement opportunity. The students are facilitated to work on relevant problems relating to society, industry through projects like minor & major. Students are unable to work environment regular industry visit and internships. The institute also organize various programs for providing hands on training for students on latest technology adopted by industry. Students are motivated to reach out the industry for various industrial Projects.

The Institution has been accredited by NAAC with CGPA of cycle I and with CGPA of Cycle II. The Institute standard at 6th Place in Business Standards

The Department of Master of Computer Application has identified as “**Think Centre**” by IBM.As visible from Vision and Mission statements; the institute has been focusing on the holistic development of the student while aiming at excellence in education and meeting the quality standards set by accrediting and regulatory bodies.

The Institute, implements university curriculum through well planned and effective teaching learning activities.

The Institution is having various committees to provide support for the students in Academic, Sports and Other relative areas .This Programs will help the students to explore the hidden talent .3 important Cultural activities are conducted for every academic year

1. Induction Program
2. Taarunayam Event



3. Graduation Ceremony: The Media lab Auditorium available for all kinds of support and services
4. Intra class sports and Cultural activities are conducted on the occasion of National Festivals
5. The Institute promotes physical activities among the students to cultivate many important skills such as physical fitness, Team Spirit, Mental Strength .During the academic year physical activities like yoga, exercise, indoor & outdoor sports are conducted.
6. Emotional Intelligent of the student is given apt attention at the institute .The mentor mentee system is in place mentor meets mentee by weekly .During the meetings; student can discuss the academics and Personal Problem with the mentor. There are special female mentors at the institute for group of 18-25 Girls students to meet the regularly, understand their difficulties, if any, guide them above probable solutions.
7. Explore to Social Issue and working on probable solutions: The students are exposed to diverse social structure and their issues, particularly in neighbouring areas, through the National Service Scheme implemented at the institute, in collaboration with Osmania University. The Student undertake the activities of spreading social awareness about various topics such as women Health, Swatch Bharath, Tree plantation, best out of waste .While doing so, students become aware of societal issues and think of possible solution of it .The student
8. To take part in helping the neglected part of the society and donation are made in kind or in cash.
9. The Greater Hyderabad Municipal Corporation identified the institution as a Public distribution system and election centre for parliament, Assemble and Municipal.
10. For the current academic year one research book on “**RECENT TRENDS IN START-UPS AND GREEN INITIATIVES**” has been published.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

---

### **Additional Information :**

In addition to the college vision and mission, the motto "Service Above Self" is a source of inspiration. Through strict academic commitment and discipline, the institute seeks to instil the highest levels of intellectual integrity. Students are motivated to strive for greater academic success by being experts in the fields they have selected for additional study.

The college is dedicated to implementing a "Learner Centric" approach to teaching and learning, which emphasizes creative thinking and helps students think, analyse, and work independently. This approach is supported by the New Education Policy-2020.

Marwadi Siksha Samithi and Lions Club of Hyderabad have jointly established a free Legal Aid and Counselling Centre for the benefit of access to justice for the Marginalized People with the objective of "The first step to achieve justice is to make injustice visible" – Mahatma Gandhi.

### **Concluding Remarks :**

To conclude, Ramnath Guljarilal Kedia College of Commerce is a well-established college under the vision of Marvadi Siksha Samithi (MSS), serving the cause of the education for more than six decades.. The management of the college adopts a holistic approach by considering the each and every element that contributes to the academics and quality enhancement. The core strength of the college is focused on a value based approach by recognizing the value creation activities by teaching, non-teaching and other supporting staff. The visionary management always focus on SWOC analysis and conducting the brain storming sessions, in order to improve and materialize them. Most of the activities of the college are focus on outreach activities that are relevant to the society, which brought an appreciating response from the society. As the college is located in Hyderabad and heart of the city, certainly it is added advantage to create the system of KBS (Knowledge Base System) and disseminate to other colleges based on the current changes that are happening in contemporary business scenario and in the society. Finally, the college adopts a continuous learning cum evaluation system, which is the core motto of parent University (Osmania University).

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :13</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p><b>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</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>160</td> <td>360</td> <td>155</td> <td>343</td> <td>270</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>360</td> <td>155</td> <td>374</td> <td>288</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	160	360	155	343	270	2022-23	2021-22	2020-21	2019-20	2018-19	80	360	155	374	288
2022-23	2021-22	2020-21	2019-20	2018-19																	
160	360	155	343	270																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
80	360	155	374	288																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 472</p> <p>Answer after DVV Verification: 425</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
496	457	506	440	509

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
496	457	435	441	509

**2.1.1.2. Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
757	757	757	630	630

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
757	757	757	630	630

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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**

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
496	457	506	440	509

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
198	190	211	182	216

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
757	757	757	630	630

Answer After DVV Verification :

--	--	--	--	--

2022-23	2021-22	2020-21	2019-20	2018-19
393	384	384	318	318

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72	55	54	55	54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
66	52	52	50	50

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	11	16	12	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	8	8	6

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

--	--	--	--	--

2022-23	2021-22	2020-21	2019-20	2018-19
305	383	372	322	361

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
305	383	372	322	361

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
387	422	424	346	440

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
447	409	418	350	366

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	17	07	10	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	14	07	10	08

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

**during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	08	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	00	01	00

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	0	0	0	0

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that the publication done in 2023 will comes under 2023-24 not in 2022-23 so DVV input is recommended accordingly.

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.***

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	08	02	09	08

Answer After DVV Verification :

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

03	07	02	06	06
----	----	----	----	----

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :06

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25.56	19.04	112.27	11.41	0.812

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25.56	4.07	11.57	6	0.81

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : 297

Answer after DVV Verification: 235

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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



**(INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25.54	19.04	112.27	11.41	0.812

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.53	4.08	1.13	2.68	7.59

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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***

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
177	411	611	457	440

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
177	183	553	487	395

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.3	<p><b>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>243</td> <td>255</td> <td>56</td> <td>181</td> <td>130</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>255</td> <td>56</td> <td>181</td> <td>130</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	243	255	56	181	130	2022-23	2021-22	2020-21	2019-20	2018-19	34	255	56	181	130																				
2022-23	2021-22	2020-21	2019-20	2018-19																																					
243	255	56	181	130																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
34	255	56	181	130																																					
5.2.1	<p><b>Percentage of placement of outgoing students and students progressing to higher education during the last five years</b></p> <p><b>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>56</td> <td>161</td> <td>199</td> <td>139</td> <td>167</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p><b>5.2.1.2. Number of outgoing students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1559 1046 1693"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>448</td> <td>422</td> <td>424</td> <td>346</td> <td>440</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1771 1046 1906"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>305</td> <td>383</td> <td>372</td> <td>322</td> <td>361</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	56	161	199	139	167	2022-23	2021-22	2020-21	2019-20	2018-19	6	0	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	448	422	424	346	440	2022-23	2021-22	2020-21	2019-20	2018-19	305	383	372	322	361
2022-23	2021-22	2020-21	2019-20	2018-19																																					
56	161	199	139	167																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
6	0	0	0	0																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
448	422	424	346	440																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
305	383	372	322	361																																					

5.2.2	<p><b>Percentage of students qualifying in state/national/ international level examinations during the last five years</b></p> <p>5.2.2.1. <b>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.)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 432 1046 566"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	03	0	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	02	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
03	0	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
02	0	0	0	0																	
5.3.2	<p><b>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</b></p> <p>5.3.2.1. <b>Number of sports and cultural programs in which students of the Institution participated year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1178 1046 1312"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>21</td> <td>07</td> <td>18</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1391 1046 1525"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>11</td> <td>6</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	36	21	07	18	10	2022-23	2021-22	2020-21	2019-20	2018-19	14	11	6	4	3
2022-23	2021-22	2020-21	2019-20	2018-19																	
36	21	07	18	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	11	6	4	3																	
6.3.2	<p><b>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b></p> <p>6.3.2.1. <b>Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1962 1046 2096"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>0</td> <td>0</td> <td>03</td> <td>04</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	23	0	0	03	04										
2022-23	2021-22	2020-21	2019-20	2018-19																	
23	0	0	03	04																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	0	2	4

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	61	40	42	45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	10	13	14	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	11	12	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	11	12	12

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : B. Any 3 of the above  
 Answer After DVV Verification: C. Any 2 of the above  
 Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1166</td> <td>1178</td> <td>1232</td> <td>1127</td> <td>1157</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1120</td> <td>1095</td> <td>1139</td> <td>1069</td> <td>1072</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1166	1178	1232	1127	1157	2022-23	2021-22	2020-21	2019-20	2018-19	1120	1095	1139	1069	1072
2022-23	2021-22	2020-21	2019-20	2018-19																	
1166	1178	1232	1127	1157																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1120	1095	1139	1069	1072																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 123            Answer after DVV Verification : 89</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>55</td> <td>54</td> <td>55</td> <td>54</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>43</td> <td>39</td> <td>42</td> <td>46</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	72	55	54	55	54	2022-23	2021-22	2020-21	2019-20	2018-19	47	43	39	42	46
2022-23	2021-22	2020-21	2019-20	2018-19																	
72	55	54	55	54																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
47	43	39	42	46																	
3.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>98.13</td> <td>68.01</td> <td>156.91</td> <td>58.49</td> <td>74.24</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>75.65</td> <td>53.87</td> <td>38.49</td> <td>45.63</td> <td>54.95</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	98.13	68.01	156.91	58.49	74.24	2022-23	2021-22	2020-21	2019-20	2018-19	75.65	53.87	38.49	45.63	54.95
2022-23	2021-22	2020-21	2019-20	2018-19																	
98.13	68.01	156.91	58.49	74.24																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
75.65	53.87	38.49	45.63	54.95																	