



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**AURORA'S DEGREE & PG COLLEGE**

H.NO 1-8-168/2/1 12 TH LANE CHIKKADPALLY

500020

[www.adc.edu.in](http://www.adc.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**December 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The institution's inception traces back to 1989, guided by the vision of Dr. Ramesh Nimmatoori, the Secretary for Aurora's Group of Institutions. Under his leadership, the institution took root as an affiliate of Osmania University, initially offering undergraduate programs. Commencing with 37 students in the pioneer batch enrolled in MPCs (Mathematics, Physics, Computer Sciences) and MPE (Mathematics, Physics, and Electronics), the institution steadily expanded its horizons.

The subsequent years witnessed remarkable growth, with over 2,000 students enrolled in various undergraduate programs by 1998. Concurrently, the institution ventured into diverse disciplines, inaugurating several postgraduate programs. Today, the renowned 'Aurora' brand stands as a symbol of holistic education, fostering innovation in teaching methods, extracurricular events, and community engagement, facilitating substantial institutional growth.

Situated at the heart of the city, the institution accommodates over 4,000 students across programs in B.Com, B.Sc, and B.A. Operated under the patronage of Osmania University, it upholds an educational ethos rooted in values and practical skills. An extensive support framework, including statutory bodies, committees, and cells, reinforces an education model aligned with global requisites.

Moreover, its robust network bolsters stakeholder relationships, forging strong ties with industries, academia, and research institutions. Recognized for its credibility and sustained commitment to quality enhancement, the institution earned a commendable 'B++' grade from NAAC during the 2018 Cycle 1 Accreditation & Assessment, reaffirming its dedication to educational excellence

### **Vision**

Making Aurora synonymous with learning.

### **Mission**

"To serve the nation as a Centre of Learning for the advancement and preservation of knowledge"

Our vision is to be a beacon of learning dedicated to the advancement and preservation of knowledge for the betterment of our nation. We strive for a democratic approach to management, involving seasoned experts from academia and industry, alongside faculty and student representatives. This inclusive platform aims for a multidimensional educational experience, encompassing all facets of society.

Our mission is not only to fulfill academic requirements but also to instill values, ethics, and a strong code of conduct, nurturing well-rounded individuals with compelling personalities. We are committed to delivering a curriculum that not only imparts knowledge but also equips students with practical exposure, giving them a competitive edge in their chosen disciplines.

We believe in learning that extends beyond the confines of the classroom. Through the establishment of various cells, clubs, and committees, we foster a dynamic environment that aligns with our core values, encouraging active participation and growth.

Bridging the divide between academia and industry is a priority for us. We aim to prepare our students for innovation and creativity by creating opportunities that promote readiness for the professional world.

Our aim is to establish a robust network that encompasses our student council and alumni, contributing to the institution's growth through active engagement. This approach fosters a governance structure that embraces cross-sectional collaboration and encourages involvement at every level.

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

### **Institutional Strength**

**Being situated in the heart of the city, college has good number of UG and PG students.**

**Adequate system for safety and security of students.**

**Resourceful, functional and visionary management.**

**Scholarships and free ships to poor students and wards of the staff.**

**Diversified management of the college has 27 other institutions**

**Regular Activities of Various Clubs,Committees like WEC,NSS,NCC,..**

### **Institutional Weakness**

**Due to affiliated status less flexibility in designing and revising course curriculum.**

**Less number of doctoral faculty members.**

**Inadequate infrastructural space for sports activities, canteen and hostel.**

### **Institutional Opportunity**

**Synergy to be developed from the strength of sister institutions of the same management.**

**Inculcation of multi disciplinary approach.**

**Creating a culture of research and innovation.**

**Strategic engagement and capacity building in leadership and management at the state level.**

**Enhancing the employability of graduates in enterprise education and entrepreneurship.**

### **Institutional Challenge**

**Mobilization of funds for research.**

**To generate funds from outside agencies. Introduction of employability based programs.**

**Bringing multi disciplinary in teaching as well as research.**

**Bringing consultancy work.**

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The college meticulously follows the curriculum outlined by Osmania University, ensuring synchronization of its 'Academic Calendar' with the University Almanac. This alignment ensures timely conduction of exams, online Parent-Teacher Meetings (PTMs), and various academic events. Each course is thoughtfully accompanied by a detailed 'Lesson Plan,' meticulously tailored to semester requirements in collaboration with curriculum designers and subject matter experts. The vigilant supervision of department heads ensures prompt resolution of any syllabus-related discrepancies that may arise.

Beyond the core curriculum, the institution enriches students' knowledge with a diverse array of add-on courses, nurturing their expertise in contemporary advancements and fostering essential interpersonal skills. Engaging students from various disciplines in projects offers invaluable exposure to practical applications of their learning.

Commitment to holistic development is paramount. The institution hosts programs focused on gender sensitization, educating students on pertinent laws, and actively implementing gender equality practices. The Women Empowerment cell spearheads initiatives related to women's health and development. The National Service Scheme (NSS) unit plays a pivotal role, conducting health camps, blood donation drives, distributing school kits, and delivering health education programs. Its outreach extends beyond the college premises to adopted villages, significantly impacting the community.

Valuing stakeholder feedback as a catalyst for continuous improvement, the institution actively gathers

comprehensive feedback. Responsive measures are promptly implemented based on identified areas for enhancement. This commitment underscores the institution's dedication to delivering a high-quality educational experience that evolves through ongoing refinement and responsiveness to stakeholder insights.

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

The college harmonizes its admission process with the university guidelines, inviting applications for various U.G & P.G programs in sync with the university's admission protocol. Adherence to the affiliating university's merit and reservation policies for OBC, ST, SC, General, and other categories is strictly maintained. A counseling session coupled with preliminary assessments identifies students categorized as advanced, mediocre, or slow learners. Special emphasis is placed on supporting the development of mediocre and slow learners through remedial sessions, specialized assignments, seminar presentations, and peer learning initiatives.

The institution fosters the growth of advanced learners by offering summer research fellowships, encouraging project work, and providing specialized mentoring to enhance critical thinking, academic aptitude, and skill sets. Noteworthy efforts such as fee concessions and the 'Earn while you Learn' scheme benefit deserving candidates. Integration of ICT tools into the teaching-learning process further enhances effectiveness. The 'Literary Club' and 'Library Committee' host literary and curricular events, enriching multidimensional learning experiences. Various methodologies like Participative Learning, Experiential Learning, and Problem Solving activities such as Group Discussions, Debates, Role Plays, Quizzes, and Case Studies are employed to augment learning. Opportunities such as summer internships and Research Projects enrich students' understanding of decision-making and real-life scenarios. The establishment of specialized clubs like Genome, Nutri, and Quiz clubs offers avenues for students to acquire specific knowledge and skills. Comprehensive placement training is imparted to students starting from their first year.

The introduction of the Choice Based Credit System (CBCS) aligns with university guidelines. Internal evaluation reforms at the institutional level are evident through a continuous evaluation process conducted fortnightly. The institution has implemented ACES (Aurora's Continuous Evaluation System) to facilitate ongoing evaluation of students in line with university standards. Students are well-informed about examination syllabi, question paper formats, weightage of marks, receiving soft copies through email. Assignments designed to meet CBCS requirements are integral to the assessment process, which includes unit tests and seminars focusing on key concepts

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

The institution strongly encourages its faculty to engage in research endeavors, supporting them towards obtaining Ph.D. qualifications. Several teachers have earned recognition as guides by other universities, showcasing their expertise and commitment. A significant majority of the faculty has actively contributed to research, publishing articles in UGC recognized and Scopus indexed journals. Furthermore, many faculty members have authored books or contributed chapters to publications. Actively participating and presenting papers in conferences hosted by external institutions is a common practice among most teachers. Each department has orchestrated workshops and Faculty Development Programs, fostering continuous professional growth.

Establishing collaborative relationships through Memorandums of Understanding (MOUs) with various organizations and institutions is a prominent feature across most departments. The college boasts a well-

established incubation center and an Entrepreneur Development Cell, actively engaging students in startup awareness activities. Facilitating an environment for active interaction between faculty, students, and renowned researchers through guest lectures is a regular feature. Notably, two teachers have earned patents, showcasing the institution's commitment to innovation.

Engagement in extension activities forms a significant part of the institution's ethos, with dedicated cells such as the Social Activity Cell, Women Empowerment Cell, two NSS units, and an NCC contingent. Through these avenues, the college actively contributes to society, organizing events such as blood donation camps, vaccination drives, and initiatives related to social and environmental causes like Swachh Bharat.

Overall, the institution stands as a hub of academic rigor and social responsibility, actively fostering research, innovation, and community engagement through various cells, collaborations, and initiatives.

### **Infrastructure and Learning Resources**

The college, situated in the heart of the city, faces challenges in expanding its campus due to space constraints. However, it efficiently manages sixty classrooms, of which ten are equipped with ICT provisions and internet connectivity. Laboratories, staff rooms, and seminar halls are effectively utilized in the teaching-learning process, ensuring a conducive environment for education. Safety measures are diligently observed in the laboratories, prioritizing student well-being.

The college houses four computer labs comprising 200 systems, all connected to the internet via LAN. An auditorium with a seating capacity of 240 accommodates cultural activities, although the absence of dedicated playgrounds calls for an enhancement in sports facilities to ensure comprehensive student development. Unfortunately, hostel facilities are not available for students.

The library boasts a commendable collection of books, magazines, e-journals, e-books, and licensed software, yet urgent automation is required. While each department has its library, the absence of manuscripts in the main library is noted. CCTV surveillance is in place across the campus, promoting discipline and security. The entire campus is equipped with Wi-Fi facilities.

Maintenance predominantly relies on in-house staff, but there is a pressing need for an annual maintenance contract to ensure consistent upkeep of physical, academic, and support facilities. This step would contribute significantly to the overall maintenance and sustainability of the college infrastructure.

### **Student Support and Progression**

This criterion focuses on evaluating the institution's efforts in providing comprehensive support to students for a meaningful learning experience, preparing them for higher studies, placements, and engaging alumni in the institution's growth. Here are the key indicators:

#### **Student Support and Progression:**

1. **Support Mechanisms:** Evaluate the institution's provisions for career guidance, a placement cell, capacity enhancement programs like soft skills training, guidance for competitive exams, personal counseling services, and grievance redressal cells.

2. **Financial Assistance:** Information about available scholarships, freeships, or other means of financial aid offered to students.
3. **Progression Tracking:** Details on students' progression to higher studies and their employment placements, showcasing the institution's success in facilitating student advancement.
4. **Exam Coaching:** Highlight coaching provided to students for competitive exams and qualifying exams at state, national, or international levels.

### **Student Participation and Activities:**

1. **Extracurricular Involvement:** Assess the institution's efforts in encouraging students to actively participate in various extracurricular and co-curricular activities.
2. **Student Quality Circle:** Examine the establishment of student quality circles aimed at enabling students to organize social, cultural, and sports activities, fostering leadership and organizational skills.

### **Alumni Engagement:**

1. **Alumni Associations:** Assess the formation and functionality of alumni associations designed to facilitate alumni support for the institution.
2. **Alumni Contributions:** Evaluate the contributions of alumni associations in academic matters and student support, showcasing their involvement and impact on the institution's development.

Overall, this criterion gauges the institution's dedication to supporting students' holistic development, fostering their growth, and leveraging alumni engagement to further enhance the institution's success and progress.

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

The college's vision and mission underscore the importance of value-based education and holistic student development. The IQAC and Governing Body serve as essential administrative and academic pillars guiding the institution's endeavors. Regular meetings between the Principal and Heads of Departments address a spectrum of academic, administrative, and student-related issues. The Captains' forum specifically focuses on student concerns, ensuring their voices are heard.

The institution employs participative management, emphasizing decentralization and delegation of power. Departments enjoy operational autonomy for both academic and administrative matters. Transparent attendance policies are upheld by the Attendance Committee, promoting fairness.

Cross-sectional collaboration between departments and various committees like the Discipline Committee and Students' Council aligns efforts towards achieving organizational objectives. A well-defined perspective plan aligned with the institution's vision lays the groundwork for future development. Multiple cells, committees, and clubs facilitate effective institute functioning.

The college offers welfare schemes for staff, including EPF & ESI coverage, financial aid for medical treatments, and free education for staff children. Encouraging faculty participation in conferences, seminars, and workshops is aimed at enhancing the college's research output. An appraisal system, utilizing student feedback on faculty performance, is in place. Retention Allowance aims to retain experienced faculty.

However, the non-teaching staff's promotion scheme remains unspecified. The college has established a Faculty

Grievance Cell to address faculty issues. Financial audits are regularly conducted, but details about regular internal and external audits are missing.

The institution relies significantly on tuition fees as a financial resource, supplemented by funds raised through conducting examinations for external agencies. Encouraging faculty to pursue projects with government and industries could aid in generating funds. The Internal Quality Assurance system contributes through initiatives like Abhideya, Reading Club, and Mass Communication Club, showcasing incremental improvements made by the college through IQAC.

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

Criterion 7 encapsulates the institutional values and practices upheld at Aurora's Degree & PG College, emphasizing social responsibilities, women empowerment, gender equity, environmental sustainability, and exemplary practices employed within the institution.

Ensuring a safe and secure campus environment is paramount. The institution has installed high-quality CCTV cameras, providing comprehensive surveillance for student safety. Moreover, student welfare is prioritized through dedicated mechanisms like the Student Grievance Redressal Cell, fire extinguishers, first aid provisions, and complaint boxes. The institution actively addresses student grievances collected fortnightly, ensuring swift and effective resolutions.

The institution takes a proactive stance on holistic student development. The Counseling Cell offers not just personal counseling but also conducts Personality Development classes, fostering overall growth. Inculcating human values among students is a key endeavor, marked by various events like Yoga Day, World Senior Citizens Day, and initiatives promoting societal welfare like blood donation camps, health check-ups, and cleanliness drives organized under NSS and the Social Activity Cell.

During the challenging times of the pandemic, the college organized free Covid vaccination camps, demonstrating a commitment to community health. Additionally, the institution conducted webinars addressing crucial issues such as gender equality, showcasing a dedication to social awareness and education.

The institution's engagement extends to larger societal responsibilities. Participation in Operation Muskaan, aimed at reuniting missing children with their families, reflects the institution's commitment to social welfare. Such initiatives serve as invaluable learning experiences for the volunteers involved.

Environmental sustainability is a core focus, evident through initiatives encompassing alternate energy sources, waste management, water conservation, and disabled-friendly infrastructure. The college's certifications in Green and Environment audits underscore its dedication to sustainable practices.

Noteworthy institutional practices include the publication of a bimonthly newsletter, 'Akshara,' facilitating effective communication and highlighting achievements. Additionally, the institution consistently organizes 'ABHIYAAN,' a cultural and educational fest, benefiting 10+2 level students from various colleges, emphasizing holistic learning experiences. These initiatives reflect the institution's commitment to academic enrichment and social responsibility, enriching the learning journey of students beyond the curriculum.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	AURORA'S DEGREE & PG COLLEGE
Address	H.No 1-8-168/2/1 12 th Lane Chikkadpally
City	HYDERABAD
State	Telangana
Pin	500020
Website	<a href="http://www.adc.edu.in">www.adc.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Viswanadham Bulusu	040-27662668	9100555555	040-27654568	naac@adc.edu.in
IQAC / CIQA coordinator	Meera Joshi	040-	9100000565	040-27654568	iqac@adc.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

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>
Telangana	Osmania University	No File Found

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

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	H.No 1-8-168/2/1 12 th Lane Chikkadpally	Urban	0.185	752.515

## 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	BSc,Physical Sciences,MathematicsStatisticsComputerScience	36	Intermediate	English	200	40
UG	BSc,Physical Sciences,MathematicsPhysicsComputer Science	36	Intermediate	English	150	26
UG	BSc,Physical Sciences,MathematicsStatisticsDataScience	36	Intermediate	English	100	81
UG	BSc,Physical Sciences,MathematicsElectronicsComputerScience	36	Intermediate	English	150	0
UG	BSc,Life Sciences,MicrobiologyBiochemistryChemistry	36	Intermediate	English	100	0
UG	BSc,Life Sciences,MicrobiologyGeneticsChemistry	36	Intermediate	English	100	40
UG	BSc,Life Sciences,BiotechnologyBiochemistryChemistry	36	Intermediate	English	100	27
UG	BCom,Commerce,Bus.Analytics	36	Intermediate	English	120	11

Self Study Report of AURORA'S DEGREE & PG COLLEGE

UG	BCom,Com merce,Comp Appl.	36	Intermediate	English	300	141
UG	BCom,Com merce,Hons	36	Intermediate	English	120	78
UG	BCom,Com merce,Gener al	36	Intermediate	English	180	65
UG	BBA,Manag ement,Busine ss Analytics	36	Intermediate	English	60	58
UG	BBA,Manag ement,	36	Intermediate	English	180	88
UG	BCA,Inform atics,	36	Intermediate	English	50	50
UG	BA,Arts,Engl ishMI Psychology Marketing Comm. Media Studies	36	Intermediate	English	60	0
PG	MSc,Physica l Sciences,Ap plied Statistics	24	Graduation	English	48	19
PG	MSc,Physica l Sciences,St atistics	24	Graduation	English	48	9
PG	MSc,Physica l Sciences,M athematics	24	Graduation	English	48	7
PG	MSc,Physica l Sciences,Co mputer Science	24	Graduation	English	48	41
PG	MSc,Life Sci ences,Microb iology	24	Graduation	English	36	31
PG	MSc,Life Sci	24	Graduation	English	36	21

	ences,Organic Chemistry					
PG	MSc,Life Sciences,BioChemistry	24	Graduation	English	36	23
PG	MA,Arts,Psychology	24	Graduation	English	48	32
PG	MA,Arts,English	24	Graduation	English	48	13

### 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	11				47				172			
Recruited	4	7	0	11	7	17	0	24	5	26	0	31
Yet to Recruit	0				23				141			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				200
Recruited	20	25	0	45
Yet to Recruit				155
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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				13
Recruited	2	0	0	2
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

<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.	10	2	0	3	2	0	0	3	0	20
M.Phil.	0	2	0	5	0	0	0	1	0	8
PG	0	0	0	5	9	0	7	31	0	52
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>
	2		1		3

**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	345	27	0	0	372
	Female	145	18	0	0	163
	Others	0	0	0	0	0
PG	Male	49	5	0	0	54
	Female	137	9	0	0	146
	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	62	47	36	18
	Female	26	25	11	12
	Others	0	0	0	0
ST	Male	33	17	7	6
	Female	6	8	0	0
	Others	0	0	0	0
OBC	Male	499	345	290	260
	Female	168	150	146	108
	Others	0	0	0	0
General	Male	316	216	160	101
	Female	144	132	80	75
	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>1254</b>	<b>940</b>	<b>730</b>	<b>580</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our college believes that the present competitive world necessitates an educational system of multidisciplinary approach which enables students to develop a view point on any topic from more than a single discipline to help the students in identifying and following their passion. In the final year syllabus as per Osmania University the students have to choose a interdisciplinary subject as General Elective. The Commerce &amp; Management students choose the General Elective from Science &amp; Science student choose from Commerce &amp; Management. At our college Environmental studies is taught as a Skill Enhancement Course as per Osmania University norms. The syllabus in this subject has a basic</p>
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	<p>multidisciplinary perspective. At our college along with conducting classes, we associate an initiative My India Projects regarding Environmental studies. The students are divided into interdisciplinary groups from different streams like Science and Commerce. Each group analyses an environmental/social issue integrating varied perspectives involving the knowledge of their respective streams. It helps the students to gain perspectives and knowledge in different ways. The faculty members enlighten the students about the examples with a multi-disciplinary perspective related to the concept in their subjects. Our college has started many programmes like B.Com-Business Analytics, BBA-Business Analytics, B.Sc with Data Science as one of core course in it. In these courses the students execute mini-projects and projects comprising the themes which suggest ways of addressing the real-life issues with a multidisciplinary approach. The college organises conferences, seminars, workshops, Faculty Development programmes which encourage multidisciplinary approach. This prepares the college towards National Education policy 2020.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The ministry of Education, Government of India has established an online centralised system, Academic Bank of credits based on National Academic Depository where the student's academic data is stored for further reference. A student can accumulate and redeem the credits for choosing the learning path. The final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records, are administered by academic institutions via the NAD Platform. Hence being the owner of academic awards, Academic Institutions must mandatorily register themselves under ABC via NAD. As our college is affiliated to Osmania University we are waiting for the framework and the roadmap for implementation of ABC from the university in a phased manner. Meanwhile the college is educating the students about ABC and is making efforts for ensuring that the students complete courses from SWAYAM, NPTEL etc. for advantage and accumulating credits along with their programme of study. After getting the clarity about the procedures and modalities from Osmania University the college will be making more aggressive and directed efforts for the benefit of students.</p>

<p>3. Skill development:</p>	<p>Our college understands the role of skilled youth towards economic development of the country. The college teachers impart education and assess the students keeping in mind the course objectives and outcomes along with developing various skills required for higher education &amp; placements. We firmly believe that it is very important to train the youth with the set of skills which provides them the strength for being contributors in technological innovation and entrepreneurship. To facilitate in reducing the gap between academics, research and entrepreneurship the college has Aurora's Centre for Innovation, Incubation &amp; Entrepreneurs which works in coordination with R &amp; D Cell and Entrepreneur development cell. The faculty and students participate in various activities organised by the above-mentioned center and cells. The Aurora's Centre for Innovation, Incubation &amp; Entrepreneurs is working on signing an MOU with Osmania Technology Business Incubator towards implementing a high quality, systematic and consistent process of skill enhancement for increasing the competencies of our students enabling and empowering them to innovate and incubate their research and entrepreneurship ideas. The center conducts wide-range of activities for the students at our college. The departments conduct certificate courses, add-on courses, student enrichment programmes, seminars, exhibitions for inspiring and motivating the students to share their ideas in open forum. The students take up internships for developing the skill set required for the job.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The purpose of Indian Knowledge system is creation of knowledge, wisdom to use knowledge and developing skill sets to apply knowledge to real life. These outcomes are possible only when the Education System is properly balanced with the integration of knowledge and skills in an appropriate manner. The emergence of new technologies has pushed the humanity into a big challenge where the natural human skills are in trouble. In order to handle this difficult situation not only the skills to use the technologies, but also the life skills to use the knowledge in life, are very important. Disproportionate skilling in education has damaged the process of creation of knowledge. At our college Sanskrit is taught as one of the Languages through</p>

	<p>which the valuable IKS is imparted to some extent but not to the complete scope of it. Some of the events are organised by Language department serve this purpose. Department of Mathematics conducts a certificate course on 'Vedic Mathematics' every year. The college is affiliated to Osmania University so the directives of university are awaited for integrating IKS in mainstream.</p>
5. Focus on Outcome based education (OBE):	<p>All the departments of college have clarity on the objectives and outcomes of every programme. The courses are taught with a goal of imparting knowledge and developing skills which helps in transforming the learning experience of students towards achieving the objectives &amp; attaining the outcomes. A good balance between imparting theoretical and practical knowledge is maintained at the time of teaching in theory classes and conduction the practical sessions. The students are encouraged to acquire a thought process which helps them gain knowledge without focussing only on obtaining better grades than others in class. The teachers give thought provoking assignments to students which are comprehension of concepts introduced and they reinforce critical thinking along with developing analysing ability among the students. The students are given feedback on their assignments which helps them to enhance their knowledge and skills. The Industrial visits, Field trips, Guest lecture &amp; Seminars and Science exhibition are organised to meet the outcome of the course. 2</p>
6. Distance education/online education:	<p>The college is affiliated to Osmania University so it is not eligible to take up any kind of Distance education/online education.</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
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?	NO
3. What innovative programmes and initiatives	NO

<p>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>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>No</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>NO</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2873	3666	3767	4855	4860
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: 130

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
57	50	73	83	71

### 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
792.0	754.31	535.47	932.73	943.99
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 is committed to delivering its curriculum in a way that aligns seamlessly with the guidelines set by Osmania University. To keep everyone well-informed, the institution issues a prospectus containing essential details about each semester, its goals, and other relevant information for both students and parents. This prospectus becomes a handy guide for students to plan their academic journey and keep track of credit assessments. The Internal Quality Assurance Cell (IQAC) plays a crucial role in ensuring a clear and careful implementation of the curriculum design.

At the beginning of each academic year, the Head of the Institution conducts meetings with all the department heads to discuss and plan the curriculum for the upcoming semester. These meetings involve reviewing the previous semester to identify areas for improvement. Additionally, weekly meetings with Heads of Departments (HODs) are held to discuss action plans, ensuring optimal and effective execution.

The preparation of the 'Academic Calendar' is a meticulous process, following the University Almanac. This calendar incorporates details such as exam schedules, online Parent-Teacher Meetings (PTMs), events, and other academic activities to ensure that all schedules are met.

To create a structured and comprehensive learning experience, 'Lesson Plans' for each course are designed with input from curriculum designers, experts, academic counsel, and other stakeholders. Time tables are then prepared based on the number of classes and credits allotted to each program and course.

Teachers submit regular syllabus-completion reports to Heads of Departments, addressing any discrepancies in implementation or completion. Differences are discussed with the IQAC, Vice Principal, and the relevant Head of the Department to find optimal solutions.

A special 'Bridge Course' is conducted for students joining a program with a different academic background. This course helps bring them up to speed with subject knowledge, ensuring that all students are on the same page and can effectively engage with the curriculum.

At Aurora, the meticulously prepared academic calendar is strictly followed for the continuous internal evaluation process. The calendar outlines the start and end dates of the semester, as well as dates for internal tests, unit tests, assignment submissions, practical examinations, and project examinations. This detailed schedule allows faculty members to plan the course conduction effectively after approval from the Head of the Institution. Any changes during the semester, due to unforeseen circumstances, are approved by the Principal and communicated to all faculty members.



The Examination Coordinator plays a crucial role by referring to the academic calendar and coordinating with all departments to ensure examinations are conducted as per the schedule.

In conclusion, the college's commitment to a clear, transparent, and effective curriculum delivery process is evident through its systematic planning, regular reviews, and proactive measures to address challenges. This ensures that all students receive a well-structured and comprehensive learning experience throughout their academic journey at the institution.

## 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:** 29

File Description	Document
Institutional data in the prescribed format	<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:** 10.21

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
320	309	275	129	1012

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:**

Annually, the college organizes events that highlight the empowerment of women, self-protection, and legal aspects pertaining to women's mental health improvement, health check-ups, and personality development. These initiatives go beyond the traditional academic scope, aiming to address critical issues that impact the lives of female students. The provision of a dedicated lounge room for female students, equipped with essential amenities, including a First Aid Box, underscores the institution's commitment to creating a safe and supportive environment for its female student population.

The college is also pretty awesome when it comes to taking care of the environment. They've got a bunch of programs like distributing samplings, promoting eco-friendly Ganesh, e-waste management etc. in making the world a greener and healthier place.

The Women Empowerment Cell, in collaboration with volunteers, takes an active role in organizing events that focus on the mentioned issues. Additionally, the college has incorporated International Women's Day into its academic calendar, dedicating various activities to the professional and personal development of women. These efforts collectively contribute to fostering an inclusive and empowering atmosphere for female students, promoting gender equality and supporting their holistic growth.

In addressing broader societal concerns, the college has implemented programs to educate students on gender sensitization, laws and acts related to gender equality, and contemporary challenges in gender sensitivity. By providing this education, the institution aims to create a student body that is not only aware of gender-related issues but is also equipped to contribute positively to fostering a more inclusive and equitable society.

As part of its commitment to social engagement, the college actively encourages students to enrol as NSS/NCC volunteers. This initiative is designed to instil values, ethics, and social responsibility, fostering a sense of civic duty among the students. The promotion of universal values, human values, and national integration is further evident through various activities such as health check-up camps, blood donation camps, school kit distribution, and health education programs.

The NSS unit of the college has demonstrated commendable proactivity by conducting diverse extension activities, not only within the college premises but also in adopted villages. This outreach contributes to community welfare, aligning with the broader goals of social responsibility and community service.

A noteworthy aspect of the college's commitment to community well-being is reflected in the students' active participation in providing subsidized health care facilities, primarily tests, to communities in the vicinity. The organization of eye camps and health camps, along with volunteer visits to old age homes, orphanages, and shelters for the mentally ill, underscores the institution's dedication to inculcating a sense of service and professional ethics among its students. These initiatives contribute significantly to the overarching goal of promoting good health and well-being within both the college community and the surrounding areas.

Also college has a tradition of celebrating various festivals which create an environment that values and respects cultural diversity. It promotes a spirit of inclusivity, tolerance, and understanding among

students, preparing them for a world that is characterized by its rich tapestry of cultures.

### 1.3.2

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

**Response:** 38.36

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

Response: 1102

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
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:** 61.26

##### 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
690	1034	1342	1755	1758

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

2022-23	2021-22	2020-21	2019-20	2018-19
2300	2320	2320	1840	1960

#### File Description

#### Document

Institutional data in the prescribed format

[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:** 69.57

##### 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
449	583	804	920	980

##### 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
1150	1160	1160	920	980

File Description	Document
Institutional data in the prescribed format	<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:** 50.4

## 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:**

Leading the way by its vision and mission, the institution assessed several measures to make the teaching-learning process more efficacious by adopting contemporary methods which are ingenious.

A learner is encouraged by the faculty by whom they're focussed. A practical experience is given through tasks which help in individual learning.

Students are delegated in group works to encourage and generate ideas and knowledge.

Students are given opportunities of peer teaching and learning which will help in their confidence building, strengthening their understanding of the subject, leading to collaborative learning.

Students are given individual self-paced assignments which helped them to work on them with ease, at their own pace and interest. They're independent to choose their own topic from a common unit which results in genuine understanding of the concept as it was done at a customized pace catering to their personal levels of mastery.

The students are often tested their challenge levels with open questioning which allowed them to think, reason, reflect and decision. Global questions especially have made them feel responsible and react to

global issues. Generalised questions in language and sciences helped students in anticipation, decision-making and develop empathy.

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 66.01

#### 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
84	70	112	120	120

### 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:** 14.37

#### 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
10	11	8	8	11

#### **File Description**

Institution data in the prescribed format

#### **Document**

[View Document](#)

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is**

**time- bound and efficient****Response:**

The institution has made a fine and proficient mechanism to dispense with examination related grievances which is transparent in the pattern and conduction of CIE and the redressal of grievances is time-bound. The institution sticks to the guidelines and rules issued by the affiliating university while the conductance of the internal and semester-end examinations.

**At Institutional Level:**

At institutional level, an examination committee embraces a senior teacher as convenor followed by other teaching and non-teaching staff as members who are delegated to monitor the issues arose during evaluation process.

The students are provided solutions to previous year question papers and teachers clarify doubts or address if any issue. The internal marks are displayed on the notice board. In case of any inconsistency observed by the students like errors in the question paper, mark allocation etc., the concerned teacher will resolve the discrepancy with the necessary corrections. If there is a dissatisfaction in a student based on the marks awarded even after the resolution, then he / she can approach the HOD concerned. All such representations are taken optimistically and are reassessed by another teacher if necessary.

An SMS and a mail are sent to parents regarding the performance of their ward. Students are counselled by the faculty mentor, remedial classes are conducted for students who failed in the examinations. These internal Assessment marks are entered in the university web portal via college login, before the deadline.

**At University Level:**

If students perceive unfairness related to evaluation of university exam answer scripts, it is informed to the subject handling faculty and Head of Department. If such action which is furtherly needed, students can bring their grievances by applying to the following evaluation procedure:

**Re-Evaluation:**

After the declaration of results, students can apply for re-evaluation of their answer scripts within a week since the results were declared. The results of re-evaluation will be announced as per the university norms.

**Challenge Evaluation:**

Should the student is dissatisfied with the re-evaluation / re-counting results, he / she has an opportunity to apply for a challenge evaluation within a week. This evaluation process is carried out by two subject experts and the results will be announced before the commencement of university examination. A student can have maximum chances to clear the subject. This entire procedure is transparent and time-bound by the university.

## 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 college has a system in place for measuring the levels of attainment of- course outcomes, programme specific outcomes and programme outcomes.

#### Attainment of the Course Outcomes

The course outcomes are measured through syllabus, completion of syllabus, continuous evaluation (internal evaluation), and setting up of Internal question paper, evaluation, and result.

At the Departmental level, the Heads of the Departments and the teachers who are engaged in any class strive to complete the courses in time and in some cases extra classes are conducted for the students who they identify as relatively average. The 75 percent of compulsory attendance to qualify for writing the examination of the courses is adhered to, in order to ensure students' participation in class. Attendance is also made mandatory for marks. The continuous evaluation is done of the performance in tests, quizzes, written assignments, oral presentations and so on. The end semester examination of every course is based on written examination of three hours as per the affiliating University i.e. Osmania University and the question paper consists of questions that are required to test the knowledge of the student from every unit prescribed for study.

#### Attainment of the Programme Specific Outcomes

The programme specific outcomes are measured by taking the aggregate result of all courses in a given programme of an individual student, and then the average performance of all the students in a given programme.

#### Attainment of the Programme Outcomes

At the Post Graduate and Undergraduate levels, the attainment of programme outcomes is measured by the students' progress to higher studies in any institution in India or abroad. Another measurement of attainment is students' placement in companies and institutions.

The feedback system of different stake-holders which is in place in the College helps it to measure and calculate 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, performance of teachers and course's importance in terms of employability and so on, which are pertinent questions and which help the college measure its learning outcomes.

The college has also utilized student satisfaction survey developed by NAAC (for conducting it during assessment and accreditation process). The college uses this to seek feedback on its own, for measuring the attainment level of course, and programme outcomes. This is shared through emails to all stakeholders so that they remain informed of the rewards and shortcomings in teaching-learning process



and its accomplishments.

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

### **Response:**

The college has a system in place for measuring the levels of attainment of- course outcomes, programme specific outcomes and programme outcomes.

#### Attainment of the Course Outcomes

The course outcomes are measured through syllabus, completion of syllabus, continuous evaluation (internal evaluation), and setting up of Internal question paper, evaluation, and result.

At the Departmental level, the Heads of the Departments and the teachers who are engaged in any class strive to complete the courses in time and in some cases extra classes are conducted for the students who they identify as relatively average. The 75 percent of compulsory attendance to qualify for writing the examination of the courses is adhered to, in order to ensure students' participation in class. Attendance is also made mandatory for marks. The continuous evaluation is done of the performance in tests, quizzes, written assignments, oral presentations and so on. The end semester examination of every course is based on written examination of three hours as per the affiliating University i.e. Osmania University and the question paper consists of questions that are required to test the knowledge of the student from every unit prescribed for study.

#### Attainment of the Programme Specific Outcomes

The programme specific outcomes are measured by taking the aggregate result of all courses in a given programme of an individual student, and then the average performance of all the students in a given programme.

#### Attainment of the Programme Outcomes

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### 2.6.3

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

**Response:** 79.6

##### 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
982	1344	1303	1420	1139

##### 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
1207	1673	1670	1681	1543

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.33

#### File Description

#### Document

Upload database of all students on roll as per data template

[View Document](#)

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

Institutional data in the prescribed format

#### Document

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

Institution has created an ecosystem for innovations including the Incubation centre and other initiatives for creation and transfer of knowledge. The college has created an ecosystem for innovation including an incubation centre and other initiatives for creation and transfer of knowledge. The college has a Research and Development Cell to monitor the progress and address all the aspects of research. This cell comprises Principal, Dean and senior faculty who constantly motivate and guide faculty as well as students towards quality research.

Functions of the Cell ·

Ø To promote a culture for research among faculty and students

Ø To encourage faculty to take up major and minor research projects. ·

Ø To provide guidance for publication of research papers /articles in reputed journals. ·

- Ø To encourage faculty for Ph.D. programs & encourage professional membership. ·
- Ø To extend support for faculty and students to present papers at various national and international conferences
- Ø Identification and assisting for finance from management for small scale research projects ·
- Ø To encourage various Departments to organize conferences, seminars and workshops
- Ø To sign Memorandum of Understanding with various research institutes and organizations for mutual growth.

The outcomes of these initiatives are as follows:

**Innovation and Research:** There is an increase in participation and presentation of project and research work in various National and International Conferences by faculty and students. More number of faculty members authored and co-authored subject books. The publication of articles and book chapters by faculty has been increased. Faculty took initiative to become members in various professional bodies.

**Incubation Centre:** Incubation centre has organized various activities to encourage startups by students. Incubation centre has signed an MOU with affiliating University for collaborative activities.

**Awareness about IPR(Intellectual Property Rights):** Various events like guest lectures and seminars have been organized by the IQAC cell to create awareness about IPR among students and faculty. It ensures that the creators of innovative products or technologies have the legal rights to their work. Few faculty have got patents for their innovations.

**Transfer of Knowledge/Technology:** In context to IKS, the institution organized workshops related to Yoga, chireyal painting, making of mud ganesh etc for the preservation and modernization of traditional practices, making them relevant to today's world.

In conclusion, the institute has created an ecosystem for innovations, focusing on IKS and by creating an awareness about IPR. The institute has taken various initiatives in actively contributing to the creation and transfer of knowledge and technology that benefit both innovators and society at large.

### 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:** 62

**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
4	16	5	23	14

File Description	Document
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:** 0.05

**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
3	0	1	1	1

File Description	Document
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:** 0.05

**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	6	0	0

File Description	Document
Institutional data in the prescribed format	<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:**

Aurora's Degree & PG College is actively and aggressively organizing and participating in various extension activities and outreach program to promote the Institute-Neighbourhood community to sensitize the students towards community needs. The motto of NSS is "Not Me But You". Service to mankind is service to god. Imparting such values and attitude into students is the motive of the institution. Believing in this, the institute carries out a number of extension activities in the neighbourhood community.

The Institute believes in not only promoting Societal and community activities to sensitize students but also leading in shaping the students and responsible citizens of the nation. NSS organizes adopted school , adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness , tree plantation, Beti Bacho Beti Padhao ,water conservation, road construction, Shramdan, Socialinteraction, Group discussion Eradication of superstition, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, free Healthcheck-up camp, Save fuel save country programme, Farmers meet, Awareness about farmer's suicide etc. Our NSS unit took the initiative in organizing the online blood and Plasma intermediary service to help the sick people in hospitals. NSS volunteers distributed food and other essential requirements to people affected by Covid.

Every year during Independence Day and Republic Day, the NSS students coordinate with the other clubs of the institute to demonstrate on a current social problem through parades, rallies.

Various Society Committee team members and organizers inculcate this awareness and goodness through various program like Cleanliness, Green environment & tree plantation, Gender sensitization, Cloths & stationery donation camp, Hygiene and Environment Awareness, Plantation drive, Mental health awareness, Feedanimal drive for stray cows, National Youth Day celebration, Road safety awareness campaign, NSS Day celebrations, Blood donation camps, Eye check-up, Women Development and Empowerment activities, International Disability day activities etc. Campaign was conducted Digital literacy and training on cashless transactions is done in and out of college area Different types of easy cashless transactions are familiarized by the students, to the villagers.

All these mentioned activities have a positive impact on the students and it developed student community relationship, leadership skill and self-confidence of students. It also helped in cultivating the hidden personality of students and created awareness among students.

### 3.4.2

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

##### **Response:**

The institution has received awards and recognition for involvement in extension activities from various Government and Government recognised bodies. Total 27 awards and recognitions were received from various government and government recognised bodies.

During the year 2022-23, following awards were received:

*Details are in the Attachment.*

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:** 71

#### **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
24	12	22	6	7

File Description	Document
Institutional data in the prescribed format	<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:** 18

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

As the mission of our Institute is – “To serve the nation as a Centre of Learning for the advancement and preservation of knowledge" the institution ensures adequate availability and optimal utilization of the physical infrastructure. Effective utilization of infrastructure is ensured through appointment of well qualified and experienced lab faculty. The available physical infrastructure is optimally utilized not only for regular college hours but also to conduct certificate courses, co-curricular activities/extra - curricular activities, parent teacher meetings, placement training classes, campus recruitments, meetings, seminars, conferences, etc.;

The institute has 14 departments and each department has well equipped laboratories for the students to do practical sessions and demonstrations which enhance the learning process. The institute has 62 classrooms, 19 science labs, 1 seminar hall, 1 conference room, 2 libraries and a E-Learning center. Institute provides huge collections of books in the two libraries. Also there is provision of having remote access to get e-books, e-journals and e-Learning.

**Commerce Lab:** Students practice their theoretical knowledge gained in the classroom. Mock commerce and business activities are undertaken in the laboratory. Students develop self-confidence in running a business profitably and understanding the practical difficulties through simulations and discussions. JAM sessions, simulation of stock exchange and trading, group discussion, small group activities and presentations in large group are few activities conducted by the laboratory on a regular basis. Students involve in critical thinking activities followed by meeting corporate leaders and taking their interviews. At the end of the academic year, students visit industries and learn through demonstration. They document this experience and submit to the concerned faculty.

**Computer Lab:** It functions in tandem with the Commerce lab in conducting IT workshops. The lab has systems equipped with accounting package 'Tally' with the objective of learning computerized accounting methods.

**Mathematics Lab:** Students get an opportunity to explore mathematical concepts, verify mathematical facts and theorems through a variety of activities which enable stimulating interest and develop passion for learning mathematics. Complete theme based ambience helps students explore and experience mathematics. Learning aids comprise Videos, Manipulative, Measuring Instruments, Tables, and Charts. The laboratory encourages students to visualize, assimilate concepts while interacting amongst

themselves and with the teacher.

**Electronics Lab:** The electronics laboratory has all necessary facilities for conducting experiments of basic electronics by the UG students with different training kits and general purpose equipments and measurement setups. Every student has to undergo practical training and also carry out a Project during their course work.

cont...

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:** 1.19

**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
13.90	7.91	1.58	10.01	13.79

File Description	Document
Institutional data in the prescribed format	<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:**

**Name of ILMS Software:** NewGenLib

**Nature of Automation:** Fully Automated

**Version:** 3.2

**Year of Automation:** 2019

Established E-Learning centre with 8 Systems to the students and faculty to search the catalogue of books through OPAC and for online resources

Library is automated using NewGenLib (Version-3.2.) in 2019. NewGenLib is a fully web based integrated library management software that runs on distributed computers through a network or server. This software is used for all housekeeping activities

The features of NewGenLib software having modules:

- Acquisitions
- Cataloging
- Serials management
- Circulation
- Administration
- OPAC - Support for VuFind is also available
- MIS Reports
- End-of-day process (daily scheduler).

## 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:**

To facilitate and support the essential learning, teaching and research goals of the institute, the institute has adequate IT facilities. The institute has 4 computer labs in its campus with 170 computers.

Internet services are facilitated with two 150 MBPS and one 100 MBPS bandwidth WIFI connection and providing support services related to Teaching, Administration, Finance, Recruitment, Academic & Examination.

The Campus Network Facility includes E-mail, Internet and Web Services providing wired and wireless services with a reach across the campus. Organizing and conducting ICT computer awareness/literacy courses to faculty and students. Resource persons for courses of Schools/Departments/Centers related to ICT. Developing and administering college is one of the IT activities.

IT services are also facilitated through Microsoft Teams.

#### 4.3.2

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

**Response:** 10.08

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

**Response:** 285

### 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:** 2.25

**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
21.87	11.13	11.04	21.40	23.70

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 7.79

**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
361	421	483	189	106

#### File Description

#### 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:** E. None of the above

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

#### 5.1.3

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

**Response:** 12.95

**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
300	499	390	704	699

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)**5.1.4**

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

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

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

**File Description****Document**

Proof related to Mechanisms for submission of online/offline students' grievances

[View Document](#)

Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances

[View Document](#)**5.2 Student Progression****5.2.1**

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

**Response:** 37.25

**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
178	432	363	684	648

**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
982	1344	1303	1420	1139

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

**5.2.2**

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

**Response:** 2.96

**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
12	58	22	19	4

<b>File Description</b>	<b>Document</b>
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:** 48

**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
8	8	10	8	14

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

#### 5.3.2

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

**Response:** 6.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	2	7	6

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 5.4 Alumni Engagement

#### 5.4.1



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

**Response:**

**Alumni association plays a crucial role in the development and success of educational institutions. Their support and services can have a lasting impact. Here are a few ways in which alumni associations typically contribute.**

**1. Career Guidance:**

**Alumni association will provide valuable career advice and mentorship to current students, and also helps them to make informed decisions about their future careers.**

**2. Guest Lectures**

**Alumni is invited to conduct guest lectures on placement orientation and skill development programs, sharing their expertise and industry knowledge with current students.**

**3. Knowledge Transfer**

**Alumni is invited to conduct mock interview programs, which allows students to receive valuable feedback, suggestions and interview skills.**

**4. Technology Upgrades**

**Suggestions from the alumni association may support the institution in keeping up with technological advancements, ensuring that students have access to the latest tools and resources.**

**We are having an Alumni association which creates a sense of community and continuity, fostering a connection between past and present members of the institution.**

## 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:

*Decentralization is having a significant impact on policy, planning and management of elementary education. To promote quality of education to all sections of people in academic, social, political and aiming to develop a responsible management. At the same time, decentralization is seen as a means of improving the efficiency of the education system and the quality of educational services at various levels of the college. Management, Principal, Vice Principal, teaching staff, non-teaching staff, student representatives, Stakeholders, Alumni and various committees jointly empowered to propose, design, formulate and execute their plans within the framework of governance. The Academic, Administrative, NCC, NSS, IQAC all are working together for the smooth running and overall functioning of the college. All the Faculty in the college take up the responsibility of different committees and regularly monitor the overall activities of the institution . Through Strategic planning , setting up of targets Principal , Vice - Principals and Staff of the college regularly works for the development of the institution. Institution is undertaking various activities to develop the Research and innovation among the student fraternity . College is also concentrating on the professional development of the students and also inculcates the human values to be good human beings .*

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:

*Aurora's Degree and PG College organizes various programs to make their Faculty and Students more employable towards the various activities. College has organized various courses which will provide Practical knowledge to the students which will be helpful in their future. It arranges interactive sessions with distinguished guests who have excelled themselves in their field. College encourages Faculty to*

*participate in seminars, Conferences, Orientation Programme, Refresher Courses etc. It also motivates both student and faculty fraternity to present and publish research papers in seminars and conferences. To promote the culture of Research among the students we encourage them to present papers guiding them and also provide them various facilities to undertake minor projects which will help them to complete their Major projects which are a part of their curriculum. College takes up the initiative for conducting the Remedial classes to the slow learners and also identifies potential students in different fields and also helps in reaching their target. Various committees of the college will monitor the activities which are helpful for the development of the institution .*

*1)Academic Council Recommendations of various Boards of Studies are considered and approved by the Council.*

*2) Academic and Administrative Audit Committee :Audits the academic and administrative activities of the college and monitors regularly.*

*3)Research Advisory Committee : The Committee provides policy guidelines and direction for the growth of research works. This committee regularly encourages and motivates the students for research work and also guides the students for paper publications and presentations .*

*4)The recruitment and promotional activities are undertaken according to the norms of the university. As per the requirement notification will be given in the news papers and accordingly in the presence of Principal , Vice - Principal and HOD the selection of the faculty will be done.*

*1)The grievance Redressal mechanism comprises of :*

*2) Students' Grievance Redressal Cell (SGRC)*

*3)An Anti-Ragging Committee*

*4) Internal Complaint Committee Cell.*

*5)IQAC*

## 6.2.2

*Institution implements e-governance in its operations*

**1.Administration**

**2.Finance and Accounts**

**3.Student Admission and Support**

**4.Examination**

**Response:** E. None of the above

## 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:**

*Regularly the teaching staff of the institution are monitored. Here feedback will be collected by the Students on the aspects like Knowledge of the faculty, Class Control, Delivering the session etc ,apart from this even the Experience of the faculty and Qualification is also counted. In this regard the college has given various positions to the teaching staff as Professors, Associate Professors, Sr.Assistant and Assistant faculty taking their experience into consideration. HOD'S of the various departments will also train and monitor the faculty of their departments regularly. Non – teaching staff are also monitored by the Administrative head of the institution regularly.*

*Faculty development programs(FDP) for faculty members on a regular basis and Skill development courses are organized for non teaching staff to enhance their skills in the work environment. All the faculty members who upgrade their research work through quality publications during the academic year are honoured by management and institute every year. The management also provides free education to the needy students who are financially low. All the staff members are treated on par with each other in obtaining benefits from the institution. Worker Engagement is a key perspective which helps to comprehend and portray, both subjectively and quantitatively, the nature of the connection between an association and its representatives. Motivation through counselling is also available for staff members to create a healthy working environment. This not only increases the work life balance of the employee, it also helps us in increasing the productivity and allows our staff to work effectively with complete satisfaction. Apart from the management even the Women Empowerment Cell is established for creating venues for women members to flourish and gain momentum. In a nutshell, the Institution strives hard to keep our staff happy and healthy. Gender Sensitisation cell regularly organises events for safeguarding and protecting the interest of Boy and Girl Students in the college.*

### 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:** 13.47

**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
5	13	13	9	5

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

**6.3.3**

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

**Response:** 1.82

**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
4	0	0	5	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
32	32	32	32	32

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)

**6.4 Financial Management and Resource Mobilization****6.4.1**

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

**Response:**

**External financial auditing is one of the prominent functions of an institution. The position of the Institute's Internal and External financial audits: To determine if financial activity is being adequately handled according to the accounting norms .To evaluate the institute's operation in terms of its**

**Performance, effectiveness & economic gains Provide an unbiased report to the Head of the Institution on a timely basis, so that strategic decisions can be made and use the funds properly**

.The institution developed resource utilization techniques to ensure accountability in the financial management. The

Revenue and expenditure are subject to routine internal and external auditing.

## 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:**

**IQAC conducts quarterly review meetings with academic coordinators, head of the departments to keep a check on all curricular, co-curricular and extracurricular activities. The IQAC strives to spread quality culture through quality enhancement initiatives and best practices. Feedback is also collected from students, faculty, parents and management. The institution consolidates the feedback collected for consideration by the Internal Quality Assurance Cell/Heads of Departments for quality enhancement and improvement in various aspects such as planning for value added courses/ certifications, increase of research facilities which result in student progression and quality research. This helps in making the college as a centre for excellence.**

### 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:**

The institution ensures the safety and security of both staff and students. The institution maintains gender balance among faculty members. Departments headed by Women are practically equal to the other departments. Female teaching and non-teaching workforce are more in number. Gender equality is one of the key challenges facing society today. The institute conducts regular gender equity promotion programs. Guest speakers from prominent field were invited to speak on the given topic which highlights the importance and contribution of women in the society. National and international day were celebrated to honour female students, and working staff. There are activities conducted to highlight the promotion of gender equity and the importance of women in the society. Debates and training programmes were also conducted to bring the gender equity awareness. The gender equity promotion programs organized by the institution are given below.

#### **Specific facilities provided for women in terms of:**

##### **A. Safety & Security:**

- 1) The Institution as high quality CCTV cameras installed all over the campus to track the activity of every student thus ensuring their safety inside the campus.
- 2) The Institution has a special cell called student grievances redressal cell (SGRC) through which it addresses the student's grievances related to academic and non-academic matters, such as assessment, victimization, harassment by colleague students or teachers etc
- 4) Fire Extinguisher is very essential where student's gatherings are large. Labs are the places where a large number of students work with equipment's carrying a considerable amount of current and high voltages.
- 5) The department is provided with First aid boxes in all the laboratories. The medical aid facility is also provided in the campus.
- 6) **Complain Box:** A Complain box is placed at reception area intended to collect any suggestions or any complaint from female staff and girl students of the campus concerning any abuse or harassment.
- 7) **Grievance Redressal & Sexual Harassment Committee:** The Institute has several committees like Anti-ragging Committee, Internal Complaint Committee (ICC) and Grievance Redressal & Sexual



Harassment Committee to monitor and address safety, security and social issues.

### **B. Counselling:**

The Institute has also constituted a separate Counselling committee to discuss issues beyond mentor-mentee meeting and admission committee to counsel the students at the time of admission. Students are ensured that the counselling shall be one – to – one and complete confidentiality will be maintained. Counselling provides not only an opportunity to the teachers to fathom student's attitudes, weakness and challenges, but also to provide the tools and insights to manage depression and distress. Besides providing personal counselling to the students, the Counselling Cell organizes Personality Development classes to all the students in general.

### **C. Common Room:**

A Common Room is the primary facility required for the girl students to meet to their personal needs. As such the institution has provided a spacious Common Room to the girl students with adequate seating facility. Besides the common room for the girls, there are separate wash room for boys and staff.

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

<b>File Description</b>	<b>Document</b>
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:** E. None of the above

#### **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:**

Aurora College has actively undertaken various initiatives by organizing various activities to sensitize students and employees to the constitutional obligation. Value oriented education is the very essence of the vision and mission of Aurora college in pursuance of this mission. Activities organized are: Cyber Hygiene - digital safety programme on cybercrimes and cyber laws on 02-2-2022. Awareness programme on consumer rights and duties on 24-12-2022. Indian Constitution Day 2022 ("samwidhandiwas" was celebrated on 26-11-2022, to create the sense of responsibility and to make the students understand how constitution was constructed On 26 November 1949 and how the Constituent Assembly of India was adopted to the Constitution of India, and it came into effect on 26 January 1950. The college organised a visit to Statue of Equality. The college has organised a talk on anti-corruption to make the students understand the importance of being a responsible citizen of the country. Women empowerment cell organised Cyber Hygiene – Digital safety programme in collaboration with LOG to education program for students on cybercrimes and cyber laws and a programme on Nation Voters Day was organised.

The Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. Commemorative days like (1) Women's day (2) Yoga day, Cancer day, AIIDS along with many regional festivals like Bathukamma and Pongal are celebrated in the college. This establishes positive interaction among people of different racial and cultural backgrounds. There are different grievance redressal cells in the institute like Student grievance redressal cell, Women grievance redressal cell which deal with grievances without considering anyone's racial or cultural background. Institute has a code of ethics for students and a separate code of ethics for teachers and other employees which has to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

The college maintains a handbook which promotes and fosters academic growth and learning preserves both individual rights and the well-being and respect towards others and the community encourages healthy choices, not only in one's self but also in relation to others and creates opportunities to make positive impacts. As members of the Aurora community, the institution ensures that every member is thoroughly aware of its contents and follows it meticulously.

## 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:**

## **ABHIYAAN – THE COLLEGE FEST**

### **THE CONTEXT**

The college understands that, during college life, it is important to keep a student positive, fresh, energetic and groom a student to be more productive by involving them in activities like Abhiyaan -The college fest. The fest helps in shaping the overall personality and interpersonal skills of students.

### **OBJECTIVES OF PRACTICE:**

The prime objective of the Abhiyaan – The fest is to give the intermediate students a chance to experience learning beyond the classrooms. The fest is conducted in order to offer a platform for them to identify, exhibit, build their talent and hone their skills. The main objective is to inculcate the competitive and team spirit in the students and also to enhance social interaction and facilitate exchange of ideas and thoughts which helps in building exemplary confidence among the student fraternity

### **THE PRACTICE**

ABHIYAAN is the one of the best practices which is followed consistently since past ten years. It is a cultural and literary fun filled fest which provides the students of 10+2 level with an educative experience. Its main aim is to explore new talent which remains unexplored and to provide opportunities to build exemplary confidence among the student fraternity. In ABHIYAAN, every year around 500 students from various Intermediate colleges from twin cities participated in different events. Around 40 various events related to technical, cultural and literary are organized in the fest. The students and the other sponsors from various fields which are related to the student community are given an opportunity to put up stalls related to academic, food and games. The fest is organised by the students under the guidance of the faculty.

### **PROBLEMS FACED:**

The problem faced by the team of organizers is planning for campaigning for the event in such a way that the students do not miss classes and do not face any academic loss. Motivating the students at 10+2 level is difficult as most of them are serious towards various entrance exams of professional courses.

### **IMPACT OF THE PRACTICE**

The students gain a life experience about the skills like decision making, problem solving and competitive spirit which are required for sustaining in the business world. Participation certificates are given to all the participants. Abhiyaan has contributed in creating a brand for our college. Many of students actively participate by joining and becoming a member of the internal teams, managing finances and vendors, sharpening networking skills, and enhancing college's reputation on the whole.

It is observed that Abhiyan has given an opportunity to students to hone their leadership skills and during campus interviews, many companies selected student volunteers who all-rounders with an ability to work with a team and deliver.

### **RESOURCES REQUIRED:**

The resources required for Abhiyaan are motivated students who can spare sometime to actively participate in events. The success of the fest depends on the cooperation and the support of the principals of the other institutions and also on planning the events which attracts large number of audience.

## **STUDENT'S COUNSELLING:**

### **THE CONTEXT**

It is quite transparent to understand that the counselling can help students to become a better person and grow in new ways. It's additional input that can spark student's development both personally and professionally. In counselling, students can work on developing the traits and behaviours that they aspire to possess in them. Counselling is a mandatory service that college provides its students and staff in order to over the various psychological and developmental issues that they are facing.

### **OBJECTIVES**

The crucial objective of the counselling is to provide the intermediate help to the students and staff to manage with their difficulties. Counselling aims to aid the students to overcome their direct problems and also to prepare them to face upcoming problems. Academic development, career growth and personal or social development are the key goals of the counselling program.

### **THE PRACTICE**

Counselling of students and faculties is the second-best practise which is introduced in the academic year 2022-2023. The department of Psychology has taken the responsibility of counselling sessions for the students and staff members. Previously the section in charges of each class where counselling the students of their respective classes. It is a process where an individual, student or faculty meet with a counsellor to talk about their educational and personal difficulties and problems that they are facing in their lives. Sometimes the section in charges also identifies the students who need counselling and refer them to the expert. In our college counselling is highly confidential and non-judgmental. Counselors, using various inventories help clients to identify goals and potential solutions to problems which cause emotional turmoil seek to improve communication and coping skills, strengthen self-esteem; and promote behavior change and optimal mental health. Counsellors have dealt successfully with many issues such as learning disabilities, emotional and social maladjustments. Severe cases of psychosis are referred to visit psychiatrist.

### **PROBLEMS FACED:**

The problems faced by the counsellors are to deal with the introverts. Sometimes it becomes difficult for the teachers to identify the needful students. Students also feel inferior to meet counsellors. Busy schedules make the counselling process more challenging. Counsellors' and students find it difficult to meet at a common time. Follow-ups are the other major problem.

### **IMPACT OF THE PRACTICE**

The students are given proper guidance on how to deal with psychological problems which can badly impact their studies. Through these sessions, the students are able to develop certain problem-solving skills which to an extent help them deal with particular issues surrounding their lives. Students are

getting comprehensive advice on careers, courses, and jobs that enable them to make a proper and informed choice and understand what they can do after they are done with school.

### **RESOURCES REQUIRED:**

The resources required for counselling is highly qualified and the motivated counsellors who can devote enough time with the clients. The successful counselling depends on the cooperation and the support of the students and staff of the college. A noise free room is needed for an effective counselling.

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:**

#### **INSTITUTIONAL DISTINCTIVENESS**

Our college believes that education is a process of empowering every individual so that he or she achieves their potential to the fullest extent. We provide "Holistic Education" not just in terms of scoring high in examination results but also participation in cocurricular and extra-curricular activities, the institution ensures that the mission is accomplished with zealous faculty working with innovative methods. The college has distinguishable qualities like unique teaching-learning practices, State-of-art infrastructure, Highly qualified and experienced faculty who emphasize on holistic personality development of students by conducting regular professional activities along with intense focus on quality placements. The faculty members enlighten the students about the examples with a multi-disciplinary perspective related to the concept in their subjects. Our college has started many programmes like B.Com-Business Analytics, BBA-Business Analytics, B.Sc with Data Science as one of core course in it. In these courses the students execute mini-projects and projects comprising the themes which suggest ways of addressing the real-life issues with a multidisciplinary approach.

The college follows an effective curriculum delivery pattern in congruence with the curriculum prescribed by Osmania University. The institution shares all information on the credit score semester wise at the beginning of the semester, so that students can refer to it to plan their future academic plans in terms of calculating their credit scores, especially those who seek admissions in foreign universities. The

IQAC of the institution believes in a transparent and meticulous mechanism of implementation of the curriculum design. Our students have secured top ranks in Osmania University Undergraduate exams like 1st rank from B.Sc MPCs, 1st rank from B.Sc MSCs, 2nd rank from B.Sc MECs, 5th rank in B.Com Generals, 5th, 6th, 8th and 10th ranks in B.Com Honours. The 'Academic Calendar' is prepared in line with the almanac sent by the university. All inputs on exam schedules, PTMs, events, guest lectures and other academic schedules are incorporated so that the given schedules are met meticulously.

We firmly believe that it is very important to train the youth with the set of skills which provides them the strength for being contributors in technological innovation and entrepreneurship. To facilitate in reducing the gap between academics, research and entrepreneurship the college has Aurora's Centre for Innovation, Incubation & Entrepreneurs which works in coordination with R & D Cell and Entrepreneur development cell. The faculty and students participate in various activities organised by the above mentioned center and cells. The Aurora's Centre for Innovation, Incubation & Entrepreneurs has an MOU with Osmania Technology Business Incubator towards implementing a high quality, systematic and consistent process of skill enhancement for increasing the competencies of our students enabling and empowering them to innovate and incubate their research and entrepreneurship ideas. The center conducts wide-range of activities for the students at our college. The departments conduct certificate courses, add-on courses, student enrichment programmes, seminars, exhibitions for inspiring and motivating the students to share their ideas in open forum. The students take up internships for developing the skill set required for the job. The departments conduct Conferences, Faculty Development Programmes, Refresher Courses for the academic growth of the faculty in coordination with professional bodies. The college has been able to get the support of many pro

The college publishes a research Journal "Antharmukha" with ISSN: 23482591. Antharmukha is a quarterly Journal of Aurora's Degree & PG College, Hyderabad, India. Its objective is to advance and disseminate knowledge in all related areas of Science, Technology, Management and Literature. Its focus is also on applied and interdisciplinary research with an emphasis to provide a brilliant insight for wide range of audience. Every issue of the Journal carries features comprising of research articles, reviews, short communications and case studies dealing with frontier areas of Science, Technology, Management and Literature with a forecast on new thoughts and techniques. Authors are encouraged to submit their contributions under any feature mentioned above to the following address. The college publishes a bimonthly news letter 'Akshara' which chronicles the events and happenings of the college on a regular basis. It is one of the best practices which the College has been following since 23 years.

gressive corporate for placements, internships, industry interaction, expert lectures, etc from time to time; The Alumni of Aurora, numbering around 75000 are working in many MNCs, PSUs, Universities, Research organizations across the world. Among others, the following reputed companies have visited the Aurora Campuses for placement in the past few years Infosys, TCS, Wipro, Cognizant, Wells Fargo, Tech Mahindra, IBM, Deloitte, Value Labs, Optum, ADP, KPMG, Virtusa Cap Gemini, Dr.Reddy Labs, MSN Labs, Thomson Reuters, LTIMindtree, FIS, Hyundai Motors, Genpact, Amazon, Synchrony, Bharat Biotech, IVY, IKS Health, ICICI, IDFC, First bank, HDFC, UNISYS etc. The students are placed with a decent package and in few cases it is between eight to 10 lakh rupees. The college supports the students to get placed by providing campus recruitment training, conducting mock interviews, technical interviews, technical sessions, jam sessions and group discussions enabling them to achieve good placements. Our alumni are selected for various government jobs including IAS, IRS etc. Our students are serving as top cadre officers in Army, Navy and Airforce.

Our college promotes student participation in NSS, NCC, Women Empowerment Cell, Cultural and Sports. Our students of NSS have participated in International Youth Exchange Program to CHINA, The National Integration Camp(NIC), Won the Best Volunteer award many times at state level. Our NCC students were selected for Youth Exchange Programme at International level

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

## 5. CONCLUSION

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### **Additional Information :**

Faculty members are actively enrolling in Ph.D. programs, a move poised to elevate the standards of teaching, learning, and research within our institution.

Our college library has undergone automation, streamlining access and enhancing its overall efficiency.

Dedicated common room facilities are thoughtfully provided for both male and female students, ensuring comfortable spaces for all.

We take pride in organizing national-level conferences, seminars, and workshops, fostering an environment of intellectual exchange and growth.

Our teachers undergo continuous training in modern pedagogy and ICT technologies, ensuring they are equipped with the latest tools to enhance the learning experience.

Additionally, the college has applied for UGC 2(f) and 12(b) statuses, signaling our commitment to meeting and exceeding the necessary benchmarks for quality education

### **Concluding Remarks :**

Institutions of higher education stand as crucial pillars in nurturing not just academic advancement but also societal and economic progress, fostering essential human values, all aimed at the noble cause of nation-building.

Aurora's Degree & PG College is deeply rooted in its commitment to national development, emphasizing the cultivation of global competencies among its students, instilling strong moral values, and championing the fusion of technology with human virtues in its pursuit of excellence.

Driven by a relentless pursuit of excellence, innovation, active engagement, unwavering integrity, and unwavering inclusivity, Aurora's Degree & PG College is dedicated to crafting an educational landscape that enriches society through the creation and application of knowledge.

With an unwavering dedication to this mission, the college diligently cultivates a cadre of skilled and capable individuals equipped to tackle the challenges on a national scale.

At the core of its educational infrastructure lies state-of-the-art teaching and learning amenities, complemented by a team of seasoned faculty and staff committed to broadening students' intellectual frontiers.

This comprehensive self-study report endeavours to paint an expansive and objective picture of the College. It reflects the College's growth since its last accreditation cycle, shedding light on its present ethos, practices, and its ambitious vision for the future. It is our fervent hope that this report will serve as a holistic guide during the assessment and accreditation period spanning from 2018-2019 to 2022-2023.





## 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 :29</p> <p>Remark : As per clarification received from HEI, and excluding courses of less than 30 hrs, DVV input is recommended.</p>																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</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>514</td> <td>794</td> <td>988</td> <td>1406</td> <td>1470</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>690</td> <td>1034</td> <td>1342</td> <td>1755</td> <td>1758</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during 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>1970</td> <td>1970</td> <td>1970</td> <td>1970</td> <td>1970</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>2300</td> <td>2320</td> <td>2320</td> <td>1840</td> <td>1960</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	514	794	988	1406	1470	2022-23	2021-22	2020-21	2019-20	2018-19	690	1034	1342	1755	1758	2022-23	2021-22	2020-21	2019-20	2018-19	1970	1970	1970	1970	1970	2022-23	2021-22	2020-21	2019-20	2018-19	2300	2320	2320	1840	1960
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2.1.2	<p><b>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</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p>																																								

2022-23	2021-22	2020-21	2019-20	2018-19
82	194	221	442	508

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
449	583	804	920	980

**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
985	985	985	985	985

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1150	1160	1160	920	980

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
755	1318	971	1212	1012

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
982	1344	1303	1420	1139

**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
945	1637	1668	1551	1366

Answer After DVV Verification :

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

1207	1673	1670	1681	1543
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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
19	16	24	21	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	16	5	23	14

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
25	9	15	15	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	1	1	1

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
13	37	60	39	6

Answer After DVV Verification :

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

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

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
48	22	40	8	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	12	22	6	7

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
540	433	726	376	317

Answer After DVV Verification :

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

13.90	7.91	1.58	10.01	13.79
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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
759	538	211	116	493

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21.87	11.13	11.04	21.40	23.70

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
341	421	483	360	295

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
361	421	483	189	106

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: E. None of the above

Remark : As the link provided by HEI for supporting documents are not opening , so based on that DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
198	499	390	704	699

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
178	432	363	684	648

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
794	1160	1111	1240	994

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
982	1344	1303	1420	1139

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

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

**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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	76	28	22	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	58	22	19	4

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	10	19	11	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	10	8	14

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

**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)**

**5.3.2.1. Number of sports and cultural programs in which students of the Institution**



**participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
241	232	25	105	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	2	7	6

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

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

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: E. None of the above

Remark : As the link provided by HEI for supporting documents are not opening , so based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	14	13	12	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	13	13	9	5

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
31	22	27	30	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	5	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
2	1	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	32	32	32	32

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

6.5.2

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

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

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

Answer After DVV Verification: D. Any 1 of the above

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

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**

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

Answer After DVV Verification: D.1 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 teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 143            Answer after DVV Verification : 130</p>																				
1.2	<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>69</td> <td>73</td> <td>85</td> <td>85</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>57</td> <td>50</td> <td>73</td> <td>83</td> <td>71</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	72	69	73	85	85	2022-23	2021-22	2020-21	2019-20	2018-19	57	50	73	83	71
2022-23	2021-22	2020-21	2019-20	2018-19																	
72	69	73	85	85																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
57	50	73	83	71																	
2.1	<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>839</td> <td>599</td> <td>837</td> <td>617</td> <td>505</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>792.0</td> <td>754.31</td> <td>535.47</td> <td>932.73</td> <td>943.99</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	839	599	837	617	505	2022-23	2021-22	2020-21	2019-20	2018-19	792.0	754.31	535.47	932.73	943.99
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