SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SSR (SRI SAI RAGHAVENDRA) DEGREE COLLEGE

TILAK GARDENS KHALEELWADI NIZAMABAD
503001
https://ssr.ac.in/

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SSR Degree and PG College is located at the prime area in Nizamabad town, in the state of Telangana within the vicinity of bus stand and railway station.

Nizamabad is a city located in the northern part of the Indian state of Telangana. It serves as the district headquarters of the Nizamabad district. The city has a rich cultural history and is known for its historical significance, agricultural activities, and growing urban infrastructure. Nizamabad's economy is primarily based on agriculture, with the cultivation of crops like rice, sugarcane, turmeric, and maize being the mainstay. Nizamabad is home to several educational institutions, including engineering, medical, and arts colleges, contributing to the region's growing educational prominence.

Imbibed by academic qualities, Sri Sai Raghavendra Degree and PG College, affiliated to Telangana University, Nizamabad was established in the academic year 1993-94 with a humble beginning by renowned academician and Abled administrator Dr. M. Maraiah Goud. The institution was started with three programs B.Sc, B.Com and BA with a total intake of 300.

Over the years, the Institute created records in the university results and campus placements on par with the engineering stream. Many of the multinational companies rated the institution as the available source of the best cream of human resources. The Institute has very good infrastructure facilities for curricular, Co-curricular and Extra-curricular activities. At present the total strength of the institution is about 1000, supposed to be one of the highest student intake in the area. A thumping 70% students got placements in various MNCs during last five academic years, a record in the region of affiliating university.

The educational journey of the institution is unique and peculiar in many ways. Right from the beginning the academic pursuits of the students were shaped, moulded and designed to achieve the holistic development. In the process they were imparted quality education with values, ethical code of conduct, and respect to other gender, social service, and involvement in the community related aspects with social responsibilities. All these elements are the determinant force in all our initiatives towards attaining the following seven criteria for our first cycle of NAAC accreditation.

Vision

Empower the students through quality education by providing a conducive learning environment and making a transformational impact on student's lives and society.

Mission

M1: Imbibe required skills, knowledge, and attitude to the students to enable them to succeed in life

M2: Provide quality and affordable education to all segments of the society

M3: Create a conducive learning environment, which is enjoyable and rewarding

M4: Contribute to solving local and global societal problems by inculcating moral, spiritual, and social values among students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Clean, green and well-maintained campus
- More than 30% of our students are first-generation learners.
- Remedial classes for slow learners and additional support for advanced learners.
- Good Success rate of students
- Outreach and extension programs
- Active student environment-learning communities, programs, student organizations and clubs
- Training students on life skills from the beginning of the program
- Welfare schemes for faculty and students
- Providing Quality education at nominal fees
- Alumni engagement for the institute's growth & development
- Use of ICT tools by all faculty members
- Well-qualified, committed and experienced faculty
- As the institute has a good social accreditation, this college is a favoured destination for higher studies in Nizamabad district and nearby districts of Telangana.
- Automated library
- Well-maintained infrastructure
- Proactive and Visionary management
- Effective and efficient mentor system
- Vision and Mission are well defined and followed
- Well-stacked library of textbooks, journals and digital resources
- Consistently maintaining good placement records
- Well-equipped and neatly maintained Laboratories
- Exclusive Training & Placement Cell with adequate facilities for training
- Collaboration with the industry
- Indoor and outdoor sports facilities
- Ever-growing Innovation and Entrepreneurship awareness activities
- Industry-specific add-on training programs
- Conduct add-on courses to bridge the gaps in the curriculum
- Well-established career guidance cell
- Empowerment of faculty and decentralization of administration
- Distinguished alumni across the globe, as entrepreneurs and with MNCs
- Separate hostels for Boys and Girls

Institutional Weakness

- Limited Communication skills of students as most of the students are from rural areas
- Academic flexibility is limited and confined as the institution follows the syllabi prescribed by the

affiliating university

- Students' accessibility to ICT tools outside the campus as many are from rural areas. Difficulty in getting quality doctorates for faculty positions
- Lack of diversity among students
- Delay in release of scholarship amount, thereby affecting various institutional activities planned as per strategic plan.

Institutional Opportunity

- The institution provides an opportunity for rural first-generation learners to get quality education at an affordable cost.
- Alumni association provides the opportunity for the current students to have a network with prominent alumni during alumni meetings.
- Establish academic links with renowned national and international institutions for student exchange and interactions to enhance the level of their knowledge in the respective areas
- Enhance faculty exposure to industry by sending them to industries and use the experience for a better teaching-learning experience
- Possibility of networking among academia, R&D institutions and local industry to form R&D clusters.

Institutional Challenge

- Some of our students are diffident due to their poor economic background.
- Retention of the faculty
- Creeping commercialization poses challenges to quality education in higher education.
- Elevating the institution to Autonomous status.
- Unable to offer a revised curriculum in line with the requirements of the job market and in the emerging areas

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since its foundation in 1993, Sri Sai Raghavendra Degree and PG College (SSRDC), Nizamabad has been successful in executing the curriculum provided by the affiliating university. The institute implements a choice-based credit system (CBCS) and provides optional courses in accordance with the authorized curriculum. The affiliating institution carefully designs the curriculum by considering current and future job market demands as well as essential abilities for students to excel in their jobs.

The academic schedule established by the affiliating university is strictly followed by the institution. All internal examinations and other academic-related activities follow the academic calendar. The faculty is in-charge of maintaining course files and delivering content based on pre-approved lesson plans.

The institution offers Choice Based Credit System (CBCS)/elective courses across all the programs during the assessment period. In order to bridge the gap between the curriculum offered by the affiliating university and industry needs, the institute offers add-on courses or value-added courses every year. The institution offered 50

add-on courses during the assessment period with an aim to make the students globally competent and address real-world problems. All most all students took part in these courses and got benefitted every year.

The institution addresses professional ethics, gender, human values, environment, and sustainability among the students through curricular and co-curricular activities. The institution has a curriculum that includes more than 50% of the courses that impart experiential learning through project work and hands-on exercises in the laboratories. More than 65% of the total enrolled students in the given academic year take part in project work/internships. The institution also has MoUs with various reputed organizations to provide required training to the students and make them employable.

In order to enable the students to achieve all graduate attributes, feedback from all stakeholders is taken and analyzed. Action is taken wherever required to enhance the teaching-learning experience. The gaps in the curriculum are communicated to the affiliating university for enhancing the curriculum.

Teaching-learning and Evaluation

The admissions at SSRDC are carried out in accordance with guidelines given by Govt of Telangana and purely depends on merit. Students are admitted to various programs through centralized online admission process. All the qualified students will receive fee-reimbursement from the Government of Telangana. Out of total sanctioned seats, 70% are filled through Convenor and 30% through management quota. The institute focuses on the teaching-learning process and emphasize faculty to foster a positive and supportive environment that inspires students in all spheres of their lives. The institute is maintaining student-faculty ratio (19:1 in AY 2022-23) in accordance with standards, for effective teaching and mentoring of students.

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

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

Research, Innovations and Extension

The institute encourages its faculty members in submitting research proposals, and to conduct research activities. The institute has Research & Development Cell, and Entrepreneurship Development (EDC) Cell. The institute also encourages students and faculty to actively participate in research and innovation. The research

committee will monitor all concerns about rewards, supplies, and oversight for research. The committee continuously organizes seminars and sensitization programs to create research spirit among teachers and students.

Many teachers in the college have published research and review articles in Peer-reviewed national and international journals. The institute has conducted 50 seminars on research methods, intellectual property rights, and entrepreneurship during the past five years.

The institution is also actively involved in conducting extension activities to serve the society by its services. The college has two units through which faculty and students renders social and community services. The professors and students are made aware of the social responsibility. NSS units' members motivate the students and were urged to take part in community health awareness, safety, and service projects like medical camps in villages, blood donation drives, corona virus awareness campaigns, and campaigns to encourage students to practice good hygiene. The institute has also conducted campaigns on spread and preventive measures of communicable diseases like Dengue and Malaria etc. The students have actively participated and created awareness among general public regarding road safety drives. The institute has engaged the community in conducting more than 50 extension and outreach activities through NSS units for the past five years.

Apart from these the institute collaborates with several Companies, organizations and institutes. The institute has more than 25 functional memorandums of understanding (MoUs) in last five years with industry and academic institutions that support students in their research projects, internships and industrial visits which acts as a channel for knowledge transfer.

Infrastructure and Learning Resources

The institute offers ICT-enabled classrooms, seminar halls, well-equipped labs, and sports facilities, as well as attractive architecture and an environmentally friendly atmosphere. The institute includes well-equipped, well-ventilated, and well-illuminated classrooms. Ramp facility is available for Divyangjans' convenience.

The instructional facilities include 36 classrooms, 15 laboratories which covers as per the lab curriculum, and 03 Seminar halls with proper ventilation, acoustics and ICT enabled. The Administration facilities include the office of the Principal, offices of HODs, Faculty rooms, Examination section, Placement Office with Interview panel rooms, and Security office. Moreover, the institution is well connected to the nooks and corners of the district through public transport system.

The Institute has a dedicated library with a seating capacity of 55. The library is automated with LMS. Library at SSRDC has adequate books, rare books, journals, and special reports. In addition, a digital library with 10 desktop computers is available to access e-resources and for academic purpose. The Institute allocates a budget every year for various learning resources and expands its base.

The Institute has a committed team to look after various IT infrastructure works. The Institute has a total of 353 systems out of which 343 systems are exclusively used for students, with a student-computer ratio of about 4:1 for academic purposes. The institute has a Server and 600 Mbps Internet bandwidth to support LAN and Wi-Fi. The total campus area is Wi-Fi enabled. The institute has a well-defined IT policy in place for the effective utilization of the IT infrastructure. The institution has UPS facility. A CCTV surveillance system has also been in place. The institution has a well- connected fire-fighting system in place. The Institution has firewalls and anti-virus software. The institute also has required software as per curriculum to meet academic and

administrative requirements.

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

Student Support and Progression

SSR Degree and PG college is an established platform for developing academic, administrative, extracurricular and leadership skills among the students. The institution conducts various technical and academic activities and non-academic activities in sports and culturals in association with the students. The Institute organizes various skill development programs like soft skills, Life skills and communication skills and to improve technical skills ICT program skills were being conducted. Institution also conducts coaching for guiding students for competitive exams and career counseling was given to students to be competent to present market scenario. Institution also has various committees such as Grievance Redressal ell (GRC), Anti ragging and disciplinary committee for students facilities and enrichment and also for resolving students complaints. The college has well developed facilities like library, seminar hall, gender specific common rooms, washrooms, computer lab, smart classroom, broadband and internet facilities, sports room, yoga room, gym and canteen etc., to fulfill the students' needs.

The Institution also has an alumni association which helps students to develop their skills and career building by interacting with the alumni. Institution also distributes timely scholarships and free ships to SC/ST/OBC and other reserved category students. The institution is actively engaged in student support activities. In last five years, more than 70% of students were benefited from Govt. scholarships. Almost all students were benefitted from guidance for competitive examinations and career counseling offered by the institution during last five years. About 70% of students were placed and progressed to higher education during last five years and 7% were qualified in state level examinations during last five years.

Students of the institution enthusiastically participated in total 154 sports and cultural programs organized by same college and other institutions during last five years. In last 5 years 41 students received awards and medals for outstanding performances in sports at University/State/National level.

Alumni plays crucial role in raising awareness of latest industry trends through the registered alumni association.

Governance, Leadership and Management

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

The Institute adopts decentralization of various activities at various levels and functions through various statutory and non-statutory committees. Seamless functioning of academic, administrative and financial activities of the Institute is ensured through the functioning of about 20 committees/cells. The institution has well-defined policies and service rules.

The Institute is known for its Student Discipline, Teaching and Learning Process, Evaluation, Research and Development and Extension activities. Various welfare schemes such as free transport, Employee Provident Fund (EPF), Maternity Leave, Medical Leave and CCLs are extended to teaching and non-teaching staff.

SSRDC implements and updates e-governance in various areas of the institution. The Institute also motivates the faculty to attend conferences/workshops and provides financial incentives for attending the same. Faculty are also encouraged to take part in various Faculty Development Programmes (FDPs), Orientation /Induction Programmes, Refresher Courses, and Short-Term Courses. The institute plans all the activities and allocates the budget at the start of the academic year. About 70% of the faculty and Non-teaching staff participated in FDPs/Administrative training Programmes during the assessment period. Both internal and external financial audits are done to verify any discrepancies in the areas of finance and accounts at the Institute.

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

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

Institutional Values and Best Practices

SSRDC ensures gender parity not just in terms of the number of career possibilities available to women, but also in terms of their representation in the organization. The Institute has around 40% girl students and 50% female employees. Various strategic initiatives are performed from time to time to increase gender awareness and give equal chances for all genders. Women Empowerment Cell was formed to ensure the safety and security of female teachers and students. The university takes a variety of energy-saving techniques. The Institute has taken several initiatives to reduce, recycle, and reuse the various forms of trash created by the Institute.

The water harvesting pit is strategically placed across campus to properly use natural water resources. The Institute has implemented many green measures and promoted and improved the campus's eco-friendliness. For the Institution, several audits such as energy, green, and environmental are performed. SSRDC has also been recognized for implementing different green initiatives on campus. Through its infrastructure, the Institute offers *divyangjans* access to a variety of facilities. The Institute regularly celebrates birth/death anniversaries of great Indian personalities and national festivals every year.

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

SSRDC strives to impart the importance of holistic development through the Philanthropic activities. The Institute has organized numerous extension activities and received many awards in this regard. In addition, the

Institute has helped many individuals, families and villages through its philanthropic activities. SSRDC has shown its distinctiveness in helping others and sharing social responsibilities through various activities across the nation and thereby improving focus and skills of the students in a different area.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SSR (SRI SAI RAGHAVENDRA) DEGREE COLLEGE
Address	Tilak Gardens Khaleelwadi Nizamabad
City	Nizamabad
State	Telangana
Pin	503001
Website	https://ssr.ac.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Akhilesh Kumar Singh	08462-220751	9440202274	08462-253614	principal5029@gmail.com
IQAC / CIQA coordinator	Ramana Kumar	08462-220753	9154921777	08562-253614	iqac5029@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Telangana	Telangana University	<u>View Document</u>

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	Tilak Gardens Khaleelwadi Nizamabad	Semi-urban	2	5800

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Management,Bachelor of Business Administration	36	Intermediate	English	60	26
UG	BCom,Commerce,General	36	Intermediate	English	60	7
UG	BCom,Commerce,Honours three years	36	Intermediate	English	60	0
UG	BCom,Commerce,Computer Applications	36	Intermediate	English	180	177
UG	BSc,Life Sciences,Life Sciences CBCS Botany Zoology Chemistry Biotechnology Food Technology Nutrition	36	Intermediate	English	180	60
UG	BSc,Life Sciences,Life Sciences CBCS Botany Zoology Chemistry	36	Intermediate	English	120	41
UG	BA,Political Science,CBCS History Economics Political	36	Intermediate	English	60	33

	Science					
UG	BSc,Physics, Physical Science CBCS Mathematics Physics Data Science Statistics Chemistry Computer Science	36	Intermediate	English	180	59
UG	BSc,Computer Science,Honours Computer Science	36	Intermediate	English	60	0
PG	MSc,Life Sciences,Botany	24	UG	English	36	21
PG	MSc,Life Sciences,Zoology	24	UG	English	36	35
PG	MA,Political Science,Political Science	24	UG	English	40	7
PG	MSc,Physics, Physics	24	UG	English	30	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				16				55			
Recruited	2	1	0	3	11	5	0	16	20	35	0	55
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				25
Recruited	15	10	0	25
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	3	3	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	6	0	0	0	0	0	0	0	14
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	10	6	0	25	19	0	60
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	460	0	0	0	460
	Female	520	0	0	0	520
	Others	0	0	0	0	0
PG	Male	23	0	0	0	23
	Female	28	0	0	0	28
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	120	130	162	120
	Female	139	149	137	139
	Others	0	0	0	0
ST	Male	76	76	76	76
	Female	67	67	67	67
	Others	0	0	0	0
OBC	Male	290	310	301	290
	Female	279	388	286	279
	Others	0	0	0	0
General	Male	220	300	291	226
	Female	240	286	303	240
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1431	1706	1623	1437

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is affiliated to Telangana University. Though the institution does not have complete flexibility in offering multi-disciplinary/interdisciplinary courses, it has been encouraging the students to take up multi-disciplinary/interdisciplinary courses. The institution is also offering various multi-disciplinary/interdisciplinary courses in the form of value-added or add-on courses. The affiliating university also introduced mandatory internships for the students.
2. Academic bank of credits (ABC):	The institution is in the process of getting registered under ABC after getting approval from the affiliating university. The faculty are involved in the Board of Studies of the affiliating university. In addition, faculty have been setting syllabi for value-added courses or add-on courses offered by other institutions.
3. Skill development:	The institution collaboration with Telangana Academy for Skill and Knowledge to provide skill-based training to the students. In addition, the institution has also entered into various organizations and institutions for imparting skill-based training through collaborations and MOUs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution has books related to the Indian knowledge system and has been striving hard to promote Indian ancient traditional knowledge and Indian tradition and culture.
5. Focus on Outcome based education (OBE):	The institution has been practicing Outcome Based Education (OBE) to impart quality education. Attainment of COs and POs/PSOs has been carried out periodically to identify and bridge the gaps.
6. Distance education/online education:	Although the institution is not currently offering programs through distance education/online education mode, the faculty take a few classes to reinforce the key concepts.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been set up in SSR Degree and PG College in 2022 and is work along coordination of National Service Scheme (NSS) unit.

	The principal is the Chairperson of the ELC with NSS Program Officer as the faculty coordinator. Two students are also appointed as Student Coordinators. The main objective of ELC is to use practical experience to teach students about voter registration, the electoral process, and associated topics through hands on experience and to enable the target audience to exercise their right to vote in a self-assured, relaxed, and morally responsible manner and sensitizing the student's community about democratic rights.
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?	The Institution has the ELC functional with the representation from Principal, faculty and students. ELCs representative in character • To create awareness and interest among faculties and students through awareness activities and camps. • To educate the targeted populations about voter registration, electoral process and related matters. • To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. • To help the targeted unaware people understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. • To facilitate voter registration for its eligible members who are not yet registered. • To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and "No Voter to be Left Behind". • To motivate the students to participate in the ELC activities. ELCs representative in character • To create awareness and interest among faculties and students through awareness activities and camps. • To educate the targeted populations about voter registration, electoral process and related matters. • To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. • To help the targeted unaware people understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. • To facilitate voter registration for its eligible members who are not yet registered. • To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'. • To motivate the students to

	participate in the ELC activities.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Activities done by the ELC of SSR Degree and PG College are as follows. • To facilitate voter registration for its eligible members who are not yet registered. • Awareness Campaigns are conducting for educating the public in the nearby villages. • To educate the targeted populations about voter registration, electoral process and related matters through hands on experience • To raise awareness among students and faculty through workshop in association with Gram panchayat of nearby villages.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institution wants to develop the electoral engagement culture among young people and potential voters through ELC. The activities have been thoughtfully created to transmit certain knowledge that would enable them to become "Empowered (Prospective) Voters. The ELC takes initiatives to host programs that are socially relevant to electoral related issues and raise understanding of electoral processes, through debates, elocution, essay writing, and poster presentations. 1. To ensure that the target audience understands their right to vote in a self-assured, relaxed, and morally responsible manner by helping them realize the importance of their vote. 2. To promote electoral participation and increase the moral voting.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Through engaging activities and practical experience, the ELC serves as a platform to promote electoral literacy among students in the age range of 18 to 21. It also serves to educate them about their voting rights and familiarize them with the registration and voting processes, all while remaining apolitical, neutral, and nonpartisan. Activities are created to energize and inspire students, encouraging them to reflect and pose questions. On January 25, 2023 we held an awareness session for our students and all faculty, as well as students, and took a vow to cast our votes.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1431	1706	1623	1514	1666

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

2 Teachers

2.1

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

Response: 98

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	76	78	71	70

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
399.00	235.32	186.59	303.34	267.39

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Sri Sai Raghavendra Degree and PG College, Nizamabad is affiliated to Telangana University, Nizamabad. The Institute makes every effort to deliver the curriculum that the affiliating university has prepared and shared. The following mechanism ensures effective curriculum delivery.

• Curriculum Planning

• A well-designed teaching-learning process

• Effective course delivery and evaluation

Curriculum Planning

The affiliated university updates its curriculum to meet industry expectations for students in the current and near-future job market. Each department's Department Academic Committee (DAC) discusses the newly updated curriculum to identify gaps and proposes solutions. Identified curricular gaps are communicated to the affiliating university for improvement.

Before each semester begins, the Institute prepares its own Academic Calendar based on the academic calendar shared by the university. After the previous semester, Curriculum Planning assigns faculty members subjects based on their specialization, experience, and workload for the upcoming semester. Faculty are encouraged to take NPTEL, and Coursera courses.

Well-planned teaching-learning process

Before classes begin, the faculty prepare course files and all teaching material. The faculty also identifies and keeps the course-specific method of delivery. The Institute's website has class notes for students. Each academic year, all teaching-learning infrastructure, including ICT-enabled facilities, is checked and prepared.

Effective course delivery and its review

The lesson plan guides course delivery. Teaching diaries record daily content coverage. Twice a semester, faculty teaching is evaluated, and corrective actions are taken. Each department's HOD monitors syllabus coverage and ensures effective curriculum delivery. If any faculty doesn't finish his/her syllabus on time, (s)he must schedule extra classes to finish it.

The institution adheres to the affiliating university's academic calendar in all aspects, including Continuous Internal Evaluations (CIE). Below are the institute's measures for adhering to the academic calendar.

• The affiliating university sends an academic calendar before each year/semester.

• The academic calendar is posted, shared with students, teachers, and parents.

• The academic calendar is shared with all stakeholders and posted on the institute's website.

• Faculty members plan lesson plans and syllabus coverage based on the academic calendar and internal exam dates.

• Departments and institutes prepare master academic calendars that include CIE, co-curricular, and extra-curricular activities.

• The syllabus was reviewed to check if the teaching-learning process and content delivery were on schedule.

• Workshops, add-on courses, seminars, etc. are scheduled according to the academic calendar.

• Academic schedules include sports and cultural events.

• The HOD reviews departmental activities to ensure they follow the master calendar.

• The principal conducts review meetings to ensure all activities are on schedule and to correct any discrepancies.

• Theory, laboratory, project, and other courses undergo CIE according to regulations and the academic calendar.

• Exam-in-change prepares the schedule for internal exams after consulting the principal and following the academic calendar.

• The Institute reviews various activities in the master event calendar for deviations.

• HODs approve extra classes to cover the syllabus if behind schedule.

• NSS activities, traditional festivals, and commemorative days are planned and celebrated within the academic calendar.

The affiliated university informs the institute of academic calendar changes. The Institute changes its activities after receiving the revised academic calendar.

The Institute has followed the academic calendar of its affiliated university without deviation.

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: 48

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 100

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
1431	1706	1623	1514	1666

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

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

Human Values and Professional Ethics

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

Gender Sensitization

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

This course has the following primary goals:

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

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

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

Environment and Sustainability

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

1.3.2

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

Response: 41.23

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

Response: 590

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 62.5

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
443	725	731	642	615

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

2022-23	2021-22	2020-21	2019-20	2018-19
760	1270	1190	920	910

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 71.23

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
260	420	431	379	330

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
410	635	595	460	455

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 19.34

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Institution believes in the adoption of student centric methods to enhance student involvement as a part of experiential learning, participative learning and problem-solving methodologies. In addition to traditional teaching learning methods, the Institute also adopts innovative methods for enriching the learning experience.

Experiential learning

Guest lectures by eminent experts from industry and academics are organized to supplement the teaching process and provide experiential learning.

Active learning like students as teachers, teamwork, presentations and self-study and dissertations provide experiential learning.

Students are encouraged to take up innovative and real-world projects.

Lecturers foster learning environment by engaging in experiential content of teaching through demonstration, experimentation, visual aids and presenting papers.

Participative learning

Individual and group leaning activities under teacher's guidance are conducted to enhance participative learning.

NSS unit of the Institute organizes student's activities to promote the spirit of teamwork and social responsibility. Various events such as blood donation camps, plantation of saplings, health awareness camps, Swatch Bharath activities are organized regularly.

Students are encouraged to take MOOCs offered by premier institutions of the country.

Field visits and industrial visits for students to provide the opportunity of Participative learning.

Problem-solving methods

Research activities are conducted in each department under the guidance of the senior faculty to make the students develop critical thinking and practical knowledge to develop problem-solving abilities.

Home assignments are given to the students to enhance their problem-solving skills.

Quizzes are conducted by faculty in all programs. Final-year projects are also done at the undergraduate level.

Project-based learning

The institute encourages the students through MOUs and collaborations to carry out projects in industry.

Report writing, Interpretation of information and current themes in management studies with present trends enhance the student skills of project-based learning.

ICT enabled learning

The institute always adopts the latest Information and Communication Technology (ICT) tools and infrastructure for use by its faculty and students on campus. The teaching-learning process has been made effective with the optimum utilization of ICT-enabled tools.

- The Institute has 100% ICT-enabled classrooms for imparting quality education.
- All faculty members are well-trained to use the available ICT infrastructure at the Institution.
- Faculty members prepare PowerPoint Presentations (PPTs) and other materials like relevant videos and animations, etc. to deliver the lectures to create the best learning environment for the students with the help of ICT-enabled tools.
- Online resources such as NPTEL, and SPOKEN TUTORIAL- IIT Bombay and NDL e-learning resources are available.
- Besides printed books and journals, the library subscribes to many e-journals in the field of Science and Management with facilities for accessing online and offline databases.
- Google Platform is extensively used by the faculty members for sharing recorded lectures. Frequently regular class evaluations are done using this platform to check the learning level of the students.
- Class notes are made available on the institute's website for ready access of the students. Recorded class videos are uploaded and made available to the students.
- Free Wi-Fi on campus enables faculty to have access to numerous learning resources any time.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	76	78	71	70

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

2.4.2

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

Response: 40.38

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
28	32	31	29	29

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institute has a transparent and robust internal evaluation process in terms of frequency and variety. The institute's internal assessment is in line with the regulations framed by the affiliating university from time to time.

- Master academic calendar, which includes dates for a spell of instructions, dates for various internal assessments etc., is prepared by the Institution on receipt of the academic calendar from the affiliating university well before the commencement of the semester.
- The principal and HODs hold meetings with faculty members and guide them to ensure effective implementation of the evaluation process.
- The continuous assessment includes Mid-term examinations, Assignments, Field visits, Fieldwork and Seminar presentations.
- Schedule of Mid-term examinations and assignments are given in the academic-calendar which is displayed well in advance before the commencement of session.
- Internal examinations are conducted as per the time slots mentioned in the academic calendar and

their dates are made known to all the stakeholders well in advance.

- The frequency of the internal assessment as per the prevailing academic regulations is made known to the students and parents during the orientation program conducted before the commencement of classes in I year of the study.
- Rubrics are prepared for assessing different types of courses.
- Syllabus of each course is shared with the students and various assessments involved for different types of courses are also shared with the students.
- Question papers set by the faculty for internal examinations are reviewed by the head of the department.
- Answer scripts of the internal assessment are evaluated and shared with the students for any discrepancy.

The Institute follows the guidelines and rules issued by the affiliating university in dealing with examination-related grievances. The institute has a well-structured mechanism to address examination-related grievances in an efficient manner which is time-bound and transparent, as explained below.

- The Institute has a dedicated examination cell headed by examination in-charge and supported by other faculty and staff members.
- A Roving Committee headed by the Principal consisting of all Heads of the Departments and Senior faculty members monitor the total examination system during the Continuous Internal Examinations and Semester End Examinations.
- Evaluated scripts of internal examinations are shown to the students. If the student has any questions regarding the evaluation, (s)he approaches the faculty directly and gets doubts clarified. However, if the grievance remains unresolved, a committee is formed by the head of the department /head of the institute to address the issue.
- If the student has any grievances after publishing final results by the university, (s)he can approach the university through the examination cell of the Institution. Students can apply for recounting/ re-evaluation of the answer scripts as per the guidelines of the affiliating university to address his/her grievances.
- Final internal marks obtained by the students are displayed on notice boards of the respective departments so that students can check them and bring them to the notice of concerned faculty if there is any discrepancy.

Therefore, the examination system implemented in the Institute for CIE and SEE is transparent, time-bound and efficient.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Course Outcomes (COs) are defined by the affiliating university along with the syllabus for each course

in the curriculum. The affiliating university follows Bloom's taxonomy in defining the COs. The COs provided by the university are verified by the faculty and corrected to be in line with Bloom's taxonomy.

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

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

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

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

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

learning experience at the institution.

Attainment of COs POs, and PSO

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

Attainment Procedure of COs:

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

Attainment Procedure of POs/PSOs:

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

2.6.3

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

Response: 76.23

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
389	312	249	333	317

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
474	426	355	423	421

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.7

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has a well-balanced ecosystem for fostering student talent, consisting of qualified and experienced faculty members supported by outstanding infrastructure facilities. The college offers undergraduate and postgraduate programs by fostering an ecosystem that cultivates young minds through a variety of well-supported educational opportunities. Because of this ecosystem, students and faculty collaborate on the design and development of systems and businesses.

The institution's vision is to establish an Innovation Hub by constructing an eco-system through industry partnerships, and the institute's primary objective is to generate and cultivate the next generation of entrepreneurs. The College nurtures start-up ideas and technological innovations from the idea stage by conducting boot camps, entrepreneurship awareness camps, industrial visits, hackathons, technical talks by start-up mentors, awareness programmes to sensitize and create awareness among students, and by providing the resources required to build products/prototypes and assist them in finding customers for their products.

It also helps start-ups prepare for growth by providing access to global partners. The institution's incubation cell assists and aids start-ups in obtaining a value proposition by providing mentor support and connecting them with Government organizations such as the Entrepreneurship Development Institute of India (EDII), Ministry of Micro, Small, and Medium-Sized Enterprises (MSME), Interaction with Industry Personnel, and also Higher education institutions. Legal support, such as Company Registrations (Firm Registrations), IPR filing, Patenting, and Partnership with Industry Professionals, are offered to students.

The institution's Incubation Centre mentors and cultivates ideas, start-ups, and entrepreneurs. The Incubation policy and guidelines contain comprehensive information regarding the incubation process, eligibility, admission procedure, infrastructure and services provided to incubate, mandatory mentorship, incubation/exit period, intellectual property evaluation, seed funding, periodic assessment, conflicts of interest, and agreements. The institution's primary objective is to explore new, innovative ideas generated by incubators from various sectors, who may be entrepreneurs or students from any discipline.

The institution also organizes various seminars and workshops on Research Methodology, Intellectual Property Rights and Entrepreneurship to sensitize faculty to file patents in their area of expertise. In addition, students are encouraged to become entrepreneurs through these events.

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: 50

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

the last five years

Response: 0.09

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
00	02	05	01	01

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

3.3.2

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

Response: 0

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

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

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

SSR Degree and PG College organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to the community and strengthening community participation. The NSS unit of the institution has taken part in various initiatives such as organizing camps, Swachh Bharat initiatives, blood donation camps, awareness programmes on AIDS prevention, Awareness programs on Voter enrollment, and Environmental protection. The institute, in association with its NSS, and NCC and other collaborative agencies, organized more than 60 events successfully during the assessment period. Most of the students actively participate in extension and outreach activities. The average Percentage of students' participation during last five years was found to be over 90%.

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

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

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

Participation of NSS volunteers in Republic Day Celebrations, Pulse polio drive, awareness on road Safety rally and RRR- (Reduce, Reuse, Recycle) connects students with the larger environmental and

social issues in the community and makes them socially responsible and sensitive and thus facilitates in the holistic and sustainable development.

The Institution contributes a lot to the society during COVID-19. The institution carried out activities from free sanitization to mass vaccination to different communities in and around Nizamabad. The Institute's efforts are appreciated by government and non-government agencies.

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

3.4.2

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

Response:

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

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

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

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: 42

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
8	9	9	8	8

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

3.5 Collaboration

3.5.1

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

Response: 0

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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:

SSR Degree and PG College has more than adequate infrastructure and physical facilities for the teaching-learning process. However, with the changing technology impacting teaching-learning process there is a need for persistent improvement. Therefore, it is further improving the learning environment by providing modern infrastructure on par with the premier institutes in the state based on the requirements. The college provides an eco-friendly environment on campus, a requisite built-up area, impressive infrastructure, and laboratories to conduct experiments. The infrastructure of the Institution ensures adequate facilities for academic activities.

Class Rooms:

The institution has well-equipped, spacious and well-ventilated classrooms. All the classrooms are ICT enabled and are resourced with adequate furniture, whiteboards, fans, lights and Wi-Fi connectivity.

Laboratories:

The Institute has domain-centric laboratories as per the regulations of Telangana University. Competent and well-maintained equipment are provided to conduct experiments.

Seminar Hall:

The college has seminar halls to conduct seminars/conferences, guest lectures, and workshops for students and faculty. The seminar hall has sufficient seating capacity, and these are equipped with ICT-enabled facilities, with a raised platform and public address system.

Library:

The institution recognizes the importance of the library as a good learning resource. It is updated regularly with the latest books, and journals and furnished with enough seating capacity for referring books and access to various e-resources. Further, the institute has a digital library to cater to the needs of the students and staff.

Other amenities:

The college has been actively encouraging the students to participate in various curricular, co-curricular and extra-curricular activities as it believes that there should be holistic development of an individual.

The Physical Education Department of the Institution works towards the goal of providing access to fitness and exercise for all the students and faculty.

Outdoor games:

Adequate facilities are provided for Volleyball, Ball badminton, Kho-kho, Kabaddi, Tennikoit and Throw ball. Facilities for Sports such as long jump, high jump and shot-put are provided.

Usage Rate: 65%

Indoor games:

The college has provided adequate facilities for indoor games such as Caroms, Chess. Usage Rate: 70%

Cultural Activities:

To promote cultural events among students on campus, cultural clubs were constituted in the college. It encourages the students to participate in District, State, National level, Inter-Collegiate and Inter-University cultural festivals. Different clubs are constituted at both the department level and Institute level. Cultural and food festivals are conducted every year in the month of February and invite students from various colleges.

Usage Rate: 70%

Transport, medical and canteen facilities:

The institute upgrades transport facilities for the students and staff from to and from various parts of the city in addition to public transport. A health care centre provides first aid facilities and has a tie-up with a nearby hospital for any medical emergencies. A canteen facility is also provided for students and staff.

4.1.2

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

Response: 22.21

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
120.79	100.51	10.49	29.54	47.80

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

SSR Degree and PG College recognized the importance of the library as a good learning resource.

The Integrated Library Management System (ILMS) provides efficient, comfortable and prompt service to all its users including students, faculty and guests. Besides regular updates on new arrivals through Online Public Access Catalogue, users can access the details of borrowings by them at any time of the day. The ILMS facilities also help users to check the availability of books. Users have access to avail facilities from the library and from anywhere within the campus OPAC (Online Public Access Catalogue) facility is made available through NewGenLib Software. NewGenLib is a state-of-the-art integrated library management software and meet all basic requirements of the library. It is user-friendly software developed to work in a client-server environment. The software is suitable to international standards for bibliographic formats, networking and circulation protocols.

The LMS provides a perfect platform for students for enriching their knowledge by using the facilities provided at the library. The students will spend their valuable time fine-tuning their knowledge, which in turn helps them to gain momentum in their respective interests. Many students are benefited from using the LMS facility available in the college. By spending their time in LMS students will enable confidence and will quench their thirst for knowledge. The students are making the best use of the LMS facility in honing their skills.

The LMS provides an extensive search facility in various fields like the Title, Author, ISBN, Keyword, publishers, and domain. All the active book collection is updated from time to time in the Library Management Software database and the Web OPAC is available for the users. The issue and return of books have been activated with the Library Management Software. ILMS is an essential foundation for handling all its day-to-day activities i.e receiving books, ordering process, cataloguing, classification of books, serial control, circulation etc. Library is automated using the following Integrated

Library Management System:

Name of the ILMS Software: **NewGenLib**

Nature of Automation: **Automation**

Version: **3.1**

Year of Automation: **2020**

SSR Degree and PG College has Digital Library with 10 desktop computers connected on LAN and Digital Library has a large database of NPTEL/SWAYAM videos for easy access to students and faculty with a dedicated Library server. Students can access all e-resources available.

The library is used by both the students and faculty. The institution encourages the students to visit the library and make use of available learning resources. The average footfall ratio is about 20%.

The institution allocates a budget every year for the purchase of books, journals and other learning resources. In addition, the institution also has access to NDLI and DelNet.

Maintenance of Stock: After every academic year a physical stock verification is carried out to ascertain the list of books lost and /or damaged. The books that are damaged are reclaimed by binding. Books lost are listed out and brought under "Missing" category.

Project Corner: Project work undertaken by the students as a part of their curriculum. The projects undertaken by faculties and completed successfully are kept in separate shelf with proper identification.

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT services provide support and facilities to students, faculty, staff and administration to facilitate effective teaching-learning, research, management and administration. The infrastructure and applications support are constantly updated to meet the ever-changing needs of the institute.

SSR Degree and PG College is committed to developing a modern, secure and sturdy IT infrastructure to manage the teaching-learning and administrative activities of the institute. With this purpose, the institute has developed a comprehensive information security policy to protect the availability, integrity, and

confidentiality of the institute's information technology (IT) resources. This policy applies to all faculty, staff, and students of the institute, and anyone who uses the institute's resources.

The institute has well established IT infrastructure with over 950 computing devices with 600 Mbps of internet speed. Such infrastructure requires a detailed IT policy for its proper management. The institute has adopted a well-suited, comprehensive IT policy for its IT infrastructure after elaborate deliberations at various levels including various internal meetings and requisite approvals by the management. This IT policy is available on institute's website.

Institute's IT policy defines following items:

1. Process for requisition of an IT infrastructure
2. Process for reporting problem and tracking service response.
3. Process for requesting for Wi-Fi by registering MAC address of the device.
4. Allocation of email, Wi-Fi and LMS password.
5. Procedure for requisitioning installing new software.
6. Open source friendly framework

Institution provides IT facilities such as Wi-Fi with updation and dedicated computing facilities

1. Internet in all computer labs
2. LAN in all classrooms
3. LCD projectors
4. Audio visual classrooms

There are different Digital technological facilities available in the college. A well-equipped computer lab is also functioning in the college. All the departments of the college are provided with computers and other related accessories.

All teaching staff members used ICT in classrooms and laboratories whenever needed. The different education sites are shown to the students with the help of digital devices. Most of the academic work is being done with the help of ICT. The college regularly maintains the IT facilities. Following are some basic facilities for updating:

1. Computer is formatted on regular basis.
2. Anti-virus like regularly installed in the computer. All computers have anti- virus.
3. Wi- Fi connectivity is available in the principal's chamber, Office room, and College campus.
4. CCTV is installed in every classroom.
5. The institution upgrades its computing facilities from time to time. The institution also has 950 Number computers with a student-Computer ratio of 4.7:1.

4.3.2

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

Response: 4.17

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

Response: 343

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

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: 4.54

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
14.28	7.91	14.48	8.43	18.09

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 76.59

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
911	1370	1335	1211	1254

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 100

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
1431	1706	1623	1514	1666

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

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: 72.61

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
328	349	232	296	319

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
474	426	355	423	421

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

5.2.2

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

Response: 7.3

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
6	8	3	13	12

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 23.4

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
25	24	23	23	22

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

To build a strong bond between alumni and Institution, the institute has registered an Alumni Association. The Alumni Association of the Institute is called as **SSR Degree College Alumni Association (SSRDCAA)** and it is registered under the Telangana Society Registration Act., 2001. The main aim of the SSRDCAA is to provide a good and strong bridge for the Alumni and the institute for mutual benefit and synergy. The alumni give support to college through interaction, financial funding, providing guidance and placements.

The Alumni of SSRDC are the key stake holders in its Academic and other development activities. The Institute consults its alumni for their feedback on important aspects ranging from setting Vision and Mission of the departments, PEOs and PSOs, taking feedback on review of syllabus, creation of amenities etc.

To organize and coordinate different activities of alumni association, College has formed Alumni Committee; where one faulty is appointed as Alumni in charge and faculty incharges from all departments as members. Every year annual alumni meet is organized. Alumni meet provides them the platform to share their past and present experiences as well as to recall their memories in the institute with their teachers, juniors and friends.

Alumni pursuing higher studies in premier universities abroad, visit the college and share their knowledge on choosing universities, the process to be undertaken for this and guide the students.

Many of our alumni are placed in senior positions in companies of repute. They are spread across the length and breadth of the globe. This brings in a wealth of talent from these professionals who share their expertise and experience with the students. Alumni from different backgrounds are invited to deliver lectures and share their experiences. During these interactions, the alumni throw light on current industrial trends. They also give motivational lectures for all students.

Contributions by Alumni: The Alumni are contributing to the college in the following manner

- Contributing Financially- The financial contribution of the alumni during the last Five academic years is around Rs 3.50 lakhs.
- Providing placement contacts for student's placement.
- Providing Feedback on setting vision, mission, PEOs and PSOs of the departments/ programs Providing Feedback on curriculum and teaching learning process
- Bridging the gap between industry and academia
- Providing suggestions about changing trends about business and industry Interacting and mentoring the juniors

SSRDC is proud of achievements of its Alumni. Some noted Alumni members are attached in supporting Document.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

Empower the students through quality education by providing a conducive learning environment and making a transformational impact on student's lives and society.

Mission:

M1: Imbibe required skills, knowledge, and attitude to the students to enable them to succeed in life

M2: Provide quality and affordable education to all segments of the society

M3: Create a conducive learning environment, which is enjoyable and rewarding

M4: Contribute to solving local and global societal problems by inculcating moral, spiritual, and social values among students.

Goal:

The college is committed to making meaningful value addition in the large interests of society with a clear focus on the need and aspirations of each individual.

Quality Policy

Through the following efforts, SSR Degree and PG College is devoted to offering excellent education to students, allowing them to excel in the disciplines of science and management in order to meet the changing and challenging requirements of society and industry:

- Maintaining a clean, spacious college building having basic facilities.
- Quality of teaching and teachers.
- Teachers are playing key in ensuring that students get the essential lessons that keep their minds ignited for seeking knowledge.
- Contributing to students' academic standards and core knowledge growth.
- Inculcating moral and ethical ideals in students and faculty.

Features of the Governance:

1. All the members of the Governing body take part actively, and with rich experience and leadership skills donating to the development of the institution
2. The Principal frames rules and regulations for both academic and non-academic issues, under the supervision of governing body. He also ensures the designating of teaching and non-teaching staff.

Contribution of teachers in decision-making bodies:

Improving of the laboratory is the responsibility of HODs. Allotment of workload, timetable preparation will be carried out by HOD in consultation with the faculty members.

HOD is responsible for the delivery of content, the teaching and learning process, and the maintenance of the monitoring system.

The college management has full faith in this, it is taking all the precautions to get academic results as well as non-academic aspects too. The combination of management, senior faculty and HODs provides for the smooth functioning of the institution.

The Institute's functioning became easier due to the effective involvement of stakeholders in constructing various guidelines. With due consultation of stakeholders, the members of Governing Body (GB) concentrated on the performance of the institution. Achieving excellence in academics is not possible by the mere GB, the co-operation and coordination of the staff and teaching faculty at different levels is also required.

The Principal and HODs play a key role in implementing Dos and Don'ts in academic, extra-curricular and co-curricular activities. The purpose of monitoring discipline on the college campus reflects the positive image of the institute in society.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

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

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

Sri Sai Raghavendra Degree and PG College was established in the academic year 1998-99 with the aim

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

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

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

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

Governing Body Functions:

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

Department Academic Committee Functions:

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

Service Rules and Regulations:

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

Grievance Redressal Mechanism:

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The following are the welfare measures extended to the teaching and non-teaching staff of the Institute:

- Casual leave for staff members
- Special Casual leave (On Duty) is sanctioned for attending conferences and workshops.
- Maternity Leave for female staff members.
- Management organizes Tour facilities incurring the entire expenditure.
- Provides Registration fees, Dearness allowance, Travel grants for faculty attending conferences and workshops.
- Incentives for publication in Journals and Conferences
- Reduction of workload for the faculty during their final submission of the Ph.D. thesis
- Service, Conduct and Leave Rules are made available.
- Provision of exclusive computing facilities to all senior faculty and faculty pursuing research.
- Recognition of the faculty with "Best Teacher Award" and granting with incentives
- Sports and Fitness facilities
- Free medical facility available in emergency.

- Health Awareness Programs like blood donation, organ donation, etc. is conducted in every semester.
- Donate funds by collecting individual contributions from all the stakeholders
- Financial support to diseased families
- Free education to the ward of employees
- Subsidized Canteen facility
- Free Transport facility
- Salary Advance
- Interest Free Loans
- EPF Facility
- ESI Facility
- Group Insurance facilty
- Free medical facility available
- Half-pay medical leave for staff members
- Uniform is provided for supporting staff

Performance Appraisal System:

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

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

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

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

Institutions Performance Appraisal System for non-teaching staff:

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

- Punctuality
- Discipline
- Performance in the assigned work Improvement of qualification
- Improvement of working skills Learning new tools and procedures
- Working extra time whenever work demands
- Maintaining the related files in a systematic manner

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 62.55

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
69	65	71	67	62

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
33	33	33	33	33

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Coinage of Financial Planning and Management is the forethought of the Institution in achieving systematic development activities. The institution has a strong Financial Management System that conducts regular Internal Audits by authorized Auditors. In addition, the Telangana State Government also conducts audits through Admission and Fee Regulatory Committee of Telangana . It may be noted that the State Government pays the fee (through reimbursement) to all the eligible students who got admission to the college. Hence, the receipts are very transparent. The college accounts department maintains all the expenditures and income, duly submitted to the Government for every Financial year.

The Institute is registered under section 12 A of the Income Tax Act. The Finance Committee acts as an advisory body to GB, on matters of Finance to the College. The institution's accounts are audited by both Internal and External auditors to check financial compliance. The finance committee makes institute- level budgets for every financial year. The departmental budget proposals are made by the HODs and submitted for the approval of the G.B. through the proper channel. The primary source is the collection of Tuition fees and donations from individuals.

Internal Audit:

Qualified and certified internal auditors are appointed to audit on a regular basis. The college auditors

conduct an audit of accounts on a Quarterly basis and verify all the payments, receipts, vouchers of transactions, cash books, ledgers, and bank statements in a financial year. All the Government scholarships and donations from individuals are audited separately by the auditors.

The college aims to persistent academic and non-academic reforms to encounter the ever-changing needs of society by maintaining excellence, resource convocation, and accountability. The fees paid by the students at the time of joining the course are a primary receipt to the college. Any shortage in the receipts would be met in the form of overdrafts from the banks. These funds are utilized mainly for laboratory updating for the betterment of the students' community. The college has a defined system to evaluate the effective and efficient utilization of available financial funds for the growth of academic and infrastructure areas.

The power rests in the hands of the Principal in preparing the institutional budget by considering recurring and non-recurring expenses. The HODs and Administrative Departments are requested to prepare and present the budget for the forthcoming year. This includes different co-ordination of various cells like NSS, Exam cell, T & P Cell.

All the major decisions regarding finances are taken by the Institute's General Body. Verification and analysis by the G.B. under different heads such as T & P upgrading software, Internet charges, Library Books, Journals, repair and maintenance, consumable Furniture, fixtures, printing and stationery are adopted.

It clearly shows the sincere contribution to the provision of education is a social commitment in the form of serving society by the institute, through empowering the young wards.

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:

To impart quality education to students and to maintain an effective teaching-learning process, IQAC has been formed.

Quality Assurance Strategies:

- To provide a sound basis for decision-making and to improve institutional functioning.
- To enhance and integrate various activities of the institution and institutionalize good practices.
- To act as a monitoring body in the institution and regulate academic and administrative processes.
- To impart quality education to students that fosters employability, research and development.
- To produce graduates and Software Professionals of high quality and ethics for society to meet

industrial needs and Standards.

Quality Assurance Processes:

At the beginning of every academic year, an academic calendar for every semester is prepared and circulated to all concerned. The subjects have been allocated for the faculty members based on their willingness and without any controversy. The timetable has been allotted as per the standard procedure. Seminars, guest lectures, industrial visits, and Add-on courses are conducted as per the academic calendar plan. Students feedbacks have also been scheduled periodically and collected on time. Based on the feedback from students, faculty members have been directed properly by the HOD & Principal to overcome the issues.

Periodic Academic and Administrative Audits are conducted by the IQAC. Orientation programmes are organized every year for the students and newly joined faculty members to adapt themselves to the systematic process of the institution. Internal assessment tests are periodically conducted as specified in the academic calendar by the centralized examination system. Question papers are set as per the Bloom's Taxonomy level and approved by the IQC members in the department level. Course end survey is conducted at the end of every course, to assess the performance teaching-learning learning process in each course.

Review of TLP:

IQAC of the Institution has developed the following mechanisms for analyzing the effectiveness of outcome-based teaching and reviewing the implementation of teaching-learning reforms through

1. Formal and informal feedback from the students
2. Academic auditing to ensure the effectiveness of course delivery assessment methods, attainment of COs and POs are properly monitored.

Internal audit is conducted by a team of members comprises of senior faculty members of other departments. IQAC facilitates the audit format for the auditing team. Upon ratification, the report is submitted to the IQAC and gives suitable recommendations for improvement. Documents audited are

- Timetable & individual faculty timetable, students name List.
- Minutes of Class Committee Meetings.
- Faculty Log-Book and Attendance registers.
- Course file and learning materials.
- Sample copy of internal answer papers.
- Consolidated mark statement.
- Sample of Assignments, Seminar presentations, case studies etc.
- Project (Mini-project / Final semester project) progress review reports.
- Details of Value-added courses with feedback and remedial Measures/Remedial classes/ Bridge courses/ Extra classes handled by the faculty members
- Consolidated semester result analysis and audited stock book.

Once the IQAC completes the audit formalities, the report is discussed with the respective HOD and one-week time frame is given to the respective department to ratify the errors.

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

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:

Gender inequality requires creative solutions. SSR Degree and PG College believes gender equality in society is impossible without education/workplace equality. In response, the college promotes an inclusive environment and transforms gender relations.

All university students take a course called "Human Values and Professional Ethics" It helps students develop human values, professional ethics, and social well-being. In this course, instructors use daily news incidents to open students' eyes and minds to the realities of the world and awaken them to bring about justice, equity, and human rights for all. Other foundation courses teach leadership and entrepreneurship to help students start their own businesses and be independent. The institute empowers students.

Gender sensitization activities on campus include debates, essay writing, elocution competitions, role play, and opinion sharing. On campus, Women's Day is March 8. The institution has a balanced number of female employees. When on placements or industrial visits, female students are always accompanied by women. The college has security, separate washrooms with sanitary napkins, girls' common rooms, a first aid room, doctor on call, 24/7 emergency vehicle, CC TV monitoring, a lady attendant, Daycare for staff kids, etc. Discipline and grievance committees are functional. College buses have GPS and speed governors. Female students receive self-defense training.

The institution has a 1:20 mentor-mentee system. Students can always ask their mentors for help. All new students receive orientation and counseling to create a learning-friendly environment. Health and hygiene, harassment, gender conflict, etc. are counseled. The principal consults with class representatives (CR) to identify and resolve problems.

The institute organized programs on women's safety, empowerment, the Nirbhaya Act and Disha Act, health and hygiene, etc. in Nizamabad. College annual day chief guests spoke to students about human and spiritual values.

SSR Degree and PG College is socially, culturally, and humanitarianly active. It holds events and festivals to celebrate these ideas. The institute annually organizes the following holidays, events, and festivals:

1. Republic Day on 26th January.
2. Sustainable Development Day on 4th March.

3. International Woman's Day on 8th March.
4. World Water Day on 22nd March.
5. World Book Day on 23rd April.
6. World Environment Day on 5th June.
7. Independence Day on 15th August.
8. Faraday's Day on 22nd September.
9. Constitution Day on 26th November.
10. Gandhi Jayanti on 2nd October.

On each day of the above-mentioned seminar, speakers recall the reasons and results for commemorating the Day. Essay contests, elocutions, and debates are sometimes held. All events are held annually and have been for 5 years.

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

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:

SSR Degree and PG College is situated in the heart of the town of Nizamabad. It is a niche for courtesy, cooperation, and joyous education. The institution has an excellent student body and knowledgeable faculty. Students' ability to freely interact and converse with faculty members contributes to the development of an excellent learning environment for students. The students benefit from and are energized by these caring efforts. The environment encourages creativity and productive learning. It accelerates uniqueness and originality. The college recognizes the right of students to a learning environment that respects diversity, enables participation, eliminates barriers, and anticipates and takes into account a variety of learning strategies.

The college provides an environment that is welcoming and tolerant of cultural, regional, linguistic, communal, socioeconomic, and other forms of diversity.

The college organizes a variety of sports and cultural activities. The cultural program for students has always emphasized communal and religious harmony. The college observes commemorative days such as International Women's Day, International Yoga Day, and Alluri Sitarama Raju's birthday. The college celebrates numerous regional holidays, including Pongal, Ganesh Chaturthi, Diwali, Eid, and Christmas, to promote harmony.

College Annual Day is celebrated annually to highlight achievements. It is one of the student body's most anticipated events. The institution encourages students to participate in the program in order to reveal their latent abilities. Few students who excelled in academics or extracurricular activities receive awards. Our college invites a high-impact keynote orator and a large number of distinguished individuals to inspire our students with their ideas and best practices.

The institute also has a student code of ethics. The college exerts additional effort to provide assistance to those in need. Through the Youth Red Cross Association, our students participated in various local festival celebrations and rituals at temples. The institution organizes and hosts blood donation camps. Students are instructed to practice ethical values, connect socially with rural people residing near the college, and respect cultural, communal socio-economic, and linguistic values.

SSR Degree and PG College conducts a variety of initiatives and organizes a variety of activities in order to make students and faculty aware of their constitutional obligations: the citizens' values, rights, duties, and responsibilities.

In accordance with the Indian Constitution, SSR Degree and PG College celebrates Constitution Day annually to raise student awareness of the fundamental rights, duties, values, and responsibilities of Indian citizens. Independence Day (15th August) and Republic Day (26th January) are regularly commemorated, and students are educated about the freedom struggle and sacrifices. Students are constantly reminded of their fundamental responsibility to respect the national flag and anthem.

The institution conducts elocution and debates to educate students about their constitutional responsibilities. National Voter's Day (January 25) is held annually to educate students and the general public about voter registration and the importance of voting in order to strengthen the country's democratic system.

In accordance with the Indian Constitution, various programs on gender equality and the role of women in nation-building were conducted for female students and female employees. In accordance with the Constitution's self-defence act, female students participated in self-defence training sessions. In rural areas, NSS volunteers conducted a variety of programs on the rights to health, a clean environment, and education.

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Personalized Mentoring System

1. **Title of the Practice**: Personalized Mentoring System
2. **Objectives of the Practice**:

- To maintain proper academic and attendance records of students.
- To minimize drop-out rates of students.
- To identify slow learners and advanced learners

Context: The institute has implemented the mentoring system in accordance with IQAC, Higher

Education's recommendations. The institute deemed it essential to incorporate this system into the college management system. In the past three years, it had swiftly and successfully implemented it. With a diverse student population in terms of educational and economic background, the system promises to provide a deeper understanding of each student and maximize their potential, thereby reducing the number of students who drop out.

Practice: Each year, the students' names are collected and arranged according to their subject preferences. Depending on the number of students, they are separated into groups of about 20 individuals. Each group is assigned a teacher/mentor who is responsible for collecting individual students' academic performance and class attendance. The teacher/mentor is provided with pertinent information about his/her mentees and is expected to provide guidance and counseling as needed. On the recommendation of the mentor, parents are called to special meetings with the principal in rare instances.

1. Faculty mentoring can be conducted formally or informally by a senior faculty member or group of faculty members.
2. These mentoring relationships, a form of informal mentoring, may consist of colleagues with similar interests and roles within higher education institutions. Peer mentors or co-mentors support one another by sharing information, resources, and feedback, exchanging roles as mentors and portages, and assisting others in the peer or co-mentoring relationship to develop their knowledge and abilities.

Evidence of success

- The system has proven useful for distinguishing between slow and advanced learners. For poor/slow learners, the institute organizes a remedial class on various subjects within the curriculum, based on the requirements deduced from a thorough examination of each mentor's report.
- There appears to be a decrease in the number of students who drop out of school because mentors can intervene before a student falls below the attendance threshold or has been chronically absent.

Problems encountered and resources required:

- Time restrictions prevent the mentor/teacher from spending enough time with the mentees. The ability of the mentors to provide assistance is limited by the fact that the majority of our students are reserved and some are too complacent to share their problems.
- Sometimes parents are made involved in the mentoring process to resolve the issues the students may have.
- A Psychologist is also made available for counselling the students.

Outcome: Mentoring system has been effectively implemented. Some enhancements need to be carried out to make the mentoring system more effective.

Best Practice 2: Focussed and Skill-Based Training for enhancing Employability Skills

CRT program is one of the most notable features of the institute. Understanding the future needs of the corporate sector and the skills in demand, the institution created a separate cell to enhance the skill development of students. Training specialists monitor the students throughout the three-year graduation period. In the final year, approximately six months are devoted to training. Students receive intensive

instruction in areas such as Aptitude, Reasoning, Technical skills, and Communication skills.

Context:

It is the institution's fondest hope to disseminate the fruits of knowledge and play a crucial role in shaping young minds toward predetermined goals. The unified objective is being pursued by a group of stalwarts, who are the originators of remarkable accomplishments. The institution's distinctive and majestic programs are intended to facilitate the convergence of knowledge, attitude, and execution skills.

Objectives:

- To prepare students for placement activities
- To understand the significance of pre-placement preparations
- To organize pre-placement training, mock interviews, workshops, and seminars for students.
- Provide resources and activities to facilitate the career planning process.
- Teach students the oral and written communication skills and knowledge necessary to successfully navigate the placement process.
- Assist students in obtaining placements with reputable companies.

The Practice:

The rigorous training program is meticulously planned and executed by senior faculty members with distinguished credentials in their respective fields of expertise. CRT is an intense placement-oriented drill. The purpose of the training is to prepare students for upcoming drives. Provided is intensive training on the technical and fundamental knowledge of all streams. The purpose of aptitude training programs is to evaluate and improve the problem-solving ability of candidates. Regular tests of analytical and logical reasoning are administered to enhance their skills. Conducting group discussions on contemporary topics with the students and providing feedback on their mistakes.

To boost confidence, specialized training on communication, attitude, confidence, and behavior skills is provided. To improve their performance, they engage in mock interviews and resume writing exercises.

Evidence of Success:

The program is initiated with high expectations and a clear vision to provide placements for students from rural areas within a 20-kilometer radius of Nizamabad. The institution's ardent and sincere efforts have begun yielding very positive results. It is an honor to present the following information regarding the college's total placements from 2018 to the present. More than 75% of the students got placed during the last five years as a result of CRT.

Problems encountered:

The majority of students at the college come from rural areas and speak Telugu as their primary language. Communication skills deficiency is one of the greatest obstacles for campus interviews. Therefore, students encountered communication difficulties during their interviews. Therefore, special consideration must be given to enhancing their skills in areas such as communication, personality development, etc. CRT classes are occasionally held outside of normal college class hours. However, a few students were unable to attend due to logistical issues. Due to the institute's location in a semi-urban

area, numerous multinational corporations were hesitant to visit our campus.

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: Addressing Societal needs through Philanthropic Activities

SSR Deree and PG College was established in 2008. Since then, the college is committed to identify and encourage good practices.

SSR DC has been involving in various philanthropic activities to achieve the following:

- To save lives of people through blood donation
- To assist the needy people and help the orphans, old-age homes
- To contribute to the societal goals
- To solve water scarcity problem in the nearby villages

The noble objective had its teething as well as challenging designing and implementation. To save the suffering humanity, the students are guided and motivated for voluntary services. The institution inculcates the young minds to value voluntary services and vitalize them to donate and recognize the importance of blood donation. There have been cases where people were unable to find exact blood group.

Blood Donation: Some people need blood for emergency cases; they don't even know the means to approach the blood bank. With all these concerns the college has set up a team for voluntary blood donations.

Helping the Needy: Many Orphanages and Old Age Homes are waiting for a helping hand. They always need a kind assistance. The institute lends the help to the needy after assessing various parameters.

Societal Goals: Swachh Bharat mission focus to maintain healthy and disease-free India. A small action of helping in the achievement of clean India, greenery is maintained in the public places.

Safe RO drinking water: One of the basic needs of the mankind is safe drinking water. There has been water scarcity in most of the rural areas nearby institution. The lack of safe drinking water is one of the main reasons behind various water-borne diseases in rural people.

To cater to all of the above-mentioned issues the college has been active in organizing Blood Donation Camps for 10 years. In 2010 the institution associated with the Indian Red Cross society and started organizing blood donation camps. The college has been consistently in collaboration with the Indian Red

Cross society. The head of the Institution is also a member of the Indian Red Cross Society. So far 28 Blood Donation Camps has been conducted and approximately 4900 units of blood have been donated to the blood banks. Every year students enthusiastically come forward to donate blood and help the people in need.

The volunteers visit orphanage and old age homes every month to provide necessary commodities and medical help. The institution always helps the student families who are in the dire necessity. There was a fire accident in a student's house and the family was ruined with the fire accident. The institution rendered immediate financial help and provided shelter to the student's family.

The volunteers from the institution rendered their service in creating awareness on road safety after college hours in association with traffic Police. As a part of corporate social responsibility, institution funded for greenery initiation, seating arrangements and their maintenance in the public places like RTC bus station and Nizamabad Government hospital.

The College set up RO water plant at Kakutur, to ensure safe drinking water in rural areas. This RO plant serves more than 20,000 liters of purified drinking water per day. Institution undertakes the maintenance of the RO plant. The institution created consciousness of valuing voluntary services. Through these activities the energy of the students is channelized for social cause of communal harmony and participation in social activities.

On an average every year, students donate 350 units of blood. The needy persons approach the college desk when they are in need of blood. Our students are ready to donate blood during emergency cases. The students have donated 1800 units of blood over the past five years and the summary for the past five academic years (2018-23).

Around 20 villages are benefited by mineral water plant irrespective of their locality. This plant has been serving more than 20,000 liters of purified drinking water per day.

The institute came across a lot of myths and misconceptions among students regarding blood donation. Many students did not have basic or clear thought about the importance and use of blood donations. On many occasions the parents acted negatively through their ward was willing to come forward for blood donation. Few students did not come forward to contribute or help the needy. Students expressed growing apprehension that the funds collected for the purpose would be misused. Institute took lots of pain in motivating and convincing the students. The institute itself contributed more funds for the needy when the collected funds were insufficient to meet the requirements of the needy. Though had good intention of extending helping hand to the victims of natural calamities, the institute faced more logistical issues in distributing food and clothes to the needy in time. Finally, the institute believes that giving a helping hand to a needy one is not only a responsibility but also an act of humanity.

5. CONCLUSION

Additional Information :

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

The institution enjoys very good market reputation for its significant contribution to the field of education. The Institution has also been conferred permanent affiliation status by the affiliating university. Many female students from different districts prefer joining the institution due to safety & security and quality education provided by the institution.

Concluding Remarks :

SSRDC with support from its visionary management, able administrators, and dedicated staff has been on a rapid growth trajectory in terms of quality and quantity since its inception in 1993.

The initiatives towards diverse curricular, co-curricular and extra-curricular activities helped the institute enhance its quality aspect various area. In addition, various extension and outreach programs, and philanthropic activities taken by the institution contributed to holistic development of the students. The institute has been leveraging ICT tools to their fullest to provide a great learning experience and a transparent academic administration. The institute also has been continuously upgrading its facilities and infrastructure to respond to the changing pedagogic environments to stay relevant.

The large base of alumni who have taken their rightful places in society is directly contributing to the development of the nation. It is only their contribution that is bringing laurels to the institute time and again. The exercise of preparing this SSR at all levels has brought a sense of ownership among all the stakeholders in the institute. This SSR report is prepared with the contribution and participation of all the stakeholders under the supervision of IQAC.

The institute, in particular IQAC, never leaves any stone untouched to improve the quality of the learning and teaching process. It continuously adopts best practices and does away with unproductive, obsolete practices. It is because of such practices the institute has fared well in many aspects so far.

The institution hereby submits the SSR for your evaluation and awarding the best deserving grade to take forward various initiatives and elevate the institute to the next level for empowering the rural youth and serving the society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : 50 Answer After DVV Verification :48
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 590 Answer after DVV Verification: 590
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* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed
2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>29</td><td>32</td><td>31</td><td>29</td><td>29</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>28</td><td>32</td><td>31</td><td>29</td><td>29</td></tr></table>
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: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>

| 07 | 04 | 06 | 17 | 16 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	02	05	01	01

| 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:

                                                   |

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

   Answer before DVV Verification :
   Answer After DVV Verification :0
  Remark : Value updated as per supporting documents |

| 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: |

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
158.52	44.82	28.14	146.12	121.47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120.79	100.51	10.49	29.54	47.80

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)**
	4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
	Answer before DVV Verification : 343
	Answer after DVV Verification: 343
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
164.07	134.96	119.76	120.81	143.42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14.28	7.91	14.48	8.43	18.09

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: A. All of the above
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
09	09	00	11	08

Answer After DVV Verification :

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

00	00	00	00	00

Remark : Value updated as per supporting documents

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
30	30	30	30	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	24	23	23	22

Remark : Value as per supporting documents

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

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
64	63	60	65	59

Answer After DVV Verification :

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

	Remark : Value updated as per supporting documents
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 | |---|---|---|---|---| 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 | |---|---|---|---|---| | 28 | 28 | 28 | 28 | 28 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---| | 33 | 33 | 33 | 33 | 33 |
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 : Valeu updated as per supporting documents
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: A. 4 or All of the above

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations