



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MVS GOVERNMENT ARTS AND SCIENCE COLLEGE

CHRISTIAN PALLY MAHABUBNAGAR

509001

www.mvsgdcmahabubnagar.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

An eminent freedom fighter, Sri Pallerla Hanumantha Rao, and other philanthropists of Mahaboobnagar have conceived the idea of incarnating Mahaboobnagar Vidhya Samithi which led to the formation of MVS Arts & Science College in the year 1965. Initially, it commenced operations as a private college which had acquired 2(f) status on 01 July 1965 and 12 (b) statuses on 17 June 1972. The seamless public interest and local participation mooted the state government of Andhra Pradesh to take over the ownership of the College on 19 October 1979 and declared it as the Government Degree College. It was affiliated with Osmania University, Hyderabad in the beginning and the government of Andhra Pradesh shifted the affiliation to Palamuru University with effect from June 2012. The College was accredited with grade B++ by NAAC in 2005 and with grade B in 2013. The College is confirmed with autonomous status by UGC from 2015-16 to 2020-21.

The College is situated in a lush, verdant, and serene atmosphere studded with elegance with a campus area of 37.6 acres. Since its inception, the institution has been striving to promote academic excellence. The area where the institution is located serves as a breeding ground for thousands of students who commute daily from the radius of around 50 Kms of its vicinity and about 160 villages for higher education to our College. The College has good infrastructural facilities and physical amenities. There is a vast playground area, a well-equipped library with a reading room, laboratories, garden, computer labs, gymnasium, classrooms, Canteen, RO purified drinking water facility, internet, and parking facilities. Six units of NSS and one unit of NCC organize popular programs like ODF, Social work, awareness on AIDS, Haritha Haram, Outreach programs, Swatch Bharath, and awareness on gender equity. The College campus is provided with a free Wi-Fi facility. To enhance the process of teaching and learning, ICT tools, one virtual classroom, and three digital classrooms are being used in the College. The core aim of the institution is to achieve quality and holistic education which will motivate the students hailing from the rural background.

Vision

Imparting quality education to rural and first-generation students and empowering them with multifaceted skills to meet the global standards in their life.

Mission

1. Imparting high-quality education to the underprivileged students
2. Providing a well-structured learning environment
3. Empowering the students' career with the cutting-edge skills
4. Inculcating community service habits among the students through innovative programs.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well established autonomous institution with approximately 6 decades of academic excellence situated 37.6 acres with supportive infrastructure, well-resourced laboratories and ICT enabled classrooms.
- NAAC accredited since 2005, with Grade 'B' in its 2nd cycle. Enjoys autonomous status from 2015-16, 2 (f) from 1965 & 12 (B) status from 1972 and ISO 9001:2015 certified since 2019.
- Proactive and supportive administration.
- Well Equipped laboratories.
- Spacious playground and Gym.
- Botanical garden with different flora.
- Virtual class rooms.
- Enriched with digital library.
- Hostel facility provided to the students by the Government of Telangana in college premises.
- Various Committees for decentralization of administration.
- Provision of Scholarships and fee reimbursement to the eligible students by Government of Telangana.
- Availability of faculty members as per the posts sanctioned by the Government.
- Digitalization of administrative and academic work and ICT based teaching and learning.
- functional MoUs for academic collaboration.
- Mix of young and experienced faculty members.
- Placement enhancement through TSKC.
- Committees for the holistic development of the students.
- Community services and extension activities recognized at District and state level.
- Personal counseling by mentor –mentee system.

Institutional Weakness

- Lack of communication skills in English among the students as most of them are from rural background and first generation learners.
- Meritorious students opting professional courses at UG level.
- Poor socio-economic background, a hindrance to pursue higher education.
- Less number of funded projects, research and development, patents and consultancy.
- Lack of Involvement in students for real-time research.

Institutional Opportunity

- To become a college of Centre of Excellence.
- Collaboration with sister / other institutions for inter-disciplinary academic activities.
- Strengthen alumni network to create more employment opportunities to students.
- Introduce new programmes to meet societal requirements in healthcare, rural and tribal development.
- Designing interdisciplinary courses / projects.
- Enhancing library resources.
- Publishing in-house journal with ISSN number.

Institutional Challenge

- Develop communication skills in rural and first generation students.
- Revise course content to include recent developments.
- Providing the physical facilities due to increase in strength.
- Attain 100% admission in Under graduate and Postgraduate Programmes.
- Build strong alumni network globally.
- Providing hostel facility to the admitted students.
- Providing enough number of class rooms to admitted students.
- Maintenance of laboratories and computer labs.
- Bringing awareness about the SWAYAM and MOOCS Courses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

An effective curriculum identifies the Learning Outcomes, Standards, and Core Competencies that students must demonstrate at the end of the learning. The curriculum at MVS Government Arts and Science College is based on the Outcome Based Education model with clearly stated Vision, Mission, Graduate attributes, PEOs, Pos, and COs following the local, regional and global needs. To foster employability and Entrepreneurship skills, courses like Personality Aptitude and Career Enhancement with higher weightage are introduced in the curriculum.

The curriculum is reviewed and restructured every year by the Board of Studies and approved by Academic Council. Almost all the programs have been revised in the last five years. 768 new courses were introduced in the last five years based on the feedback received from the various stakeholders. Ample choices are offered to students by integrating Choice Based Credit System, discipline-specific and open electives in curricula. The institution offers various value-added courses apart from the curriculum. About 18 courses with more than 30 hours of training have been offered in the last five years. 100% of courses have employability and skill enhancement. At the institutional level, common courses on Environmental Studies, Human Values & Professional Ethics, Gender Sensitization, Indian Heritage & Culture, Science and Civilization, and Formation of Youth provide a holistic view of cross-cutting issues to enable students to imbibe these values. Regular feedback is collected from the students and analyzed.

Teaching-learning and Evaluation

The admission committee of the institution follows the Government and Palamuru University norms in the admission process. The students are admitted Online by DOST. 84% of seats were filled on average during the last five years. 100% of seats subjected to reserved categories were filled in the last five years. 99% of sanctioned posts were filled with Regular contract and other faculty members. Student-centric learning which includes interactive teaching methods provides an opportunity for the students to enhance knowledge beyond the curriculum. The institution frames the academic calendar well in advance to help in the preparation of the teaching-learning process in conformity with the objectives of Outcome-Based Education.

Teachers update their knowledge by using ICT resources like LCD, Virtual Classrooms, digital classrooms, Mana TV presentations, etc. Likewise, the teachers and students make use of internet facilities, N-List, magazines, reference books, and audio-video CDs. The college has many qualified and experienced teachers who adopt brand new teaching-learning strategies in the best possible manner. In addition to conventional methods, importance is given to practices innovative methods. There are 102 full-time teachers working in the college, out of whom 14 members have Ph.D., 05 are M.Phil holders and some have qualified themselves in NET/SLET. They are being encouraged to attend seminars/ conferences/ workshops and organize seminars. A few of the lecturers have completed research projects.

The evaluation of the students is made by implementing Formative and Summative assessments. At the outset of the semester, program outcomes, course outcomes are provided to the students along with the syllabus. The student's academic performance is assessed and due attention is given to the needs of the slow and advanced learners by offering remedial classes. Remedial coaching classes are conducted for academically backward students. Further, the slow learners are taught fundamentals of subjects and difficult concepts, in the extra classes conducted for them to cope up with the rest of the students. Advanced learners are assigned more challenging tasks like classroom seminar presentations, peer teaching, study projects, etc. To identify the strengths and teaching abilities of lecturers, feedback on them is taken every year.

Research, Innovations and Extension

The college promotes a research culture not only among faculty but also among students. The research committee takes initiative to publicize the facilities and inculcate the research culture in the college. The research outcomes were published in peer-reviewed journals and were presented in conferences. To create a research atmosphere for faculty, the college provides good infrastructure which includes the provision of N-LIST for online magazines and journals. Faculty are provided with computers with internet facility. Faculty are encouraged to attend FDP, seminars, conferences by sanctioning them on duty. Research culture is also promoted in students by making students participate in National Science Day and by arranging extension lectures. To encourage research, the latest research magazines, journals, articles are made available in the college library. Separate computer labs are provided for departments of Computer, Commerce, and English. The faculty of different Departments organized seminars and workshops on various current issues and developments. The institution ensures the code of ethics in research by constituting the Research ethics committee, Research advisory committee, and plagiarism check.

Extension activities:

These activities facilitate students an extended opportunity to serve society. Further, these activities also sensitize students to social issues. They also influence students in understanding problems in rural as well as urban areas. Annual NSS camps are organized by NSS Programme Officers and NCC Coordinator which makes students mingle with different communities and understand them better. Extension lectures on gender issues, Consumer Rights, Voters Day, World Human Rights Day, etc., are arranged to create awareness among students. Students are encouraged to do community services by motivating them to participate in blood donation camps, Haritha Haram by planting trees, Swatch Bharath by cleaning college premises, and also in villages. In addition to this, students participate in awareness rallies on open defecation free, Swatch Bharath, clean and green, awareness on AIDS, gender issues, etc., In addition to the above rallies and lectures, the following programs are arranged to create awareness among students like - Road safety awareness program, disaster management, anti-ragging, Voter enrollment, Digital Transactions, etc.

Infrastructure and Learning Resources

The institution has been providing all the necessary equipment and other computer systems for making teaching-learning an invaluable experience in correlation with ICT. Accordingly, 196 computers were provided to facilitate science and commerce students in laboratories, and TSKCC lab.30classrooms and 1 seminar halls were equipped with LCD Projectors, with the aid of State Government and RUSA funds have been established and these are upgraded periodically and well maintained. To promote the health and physical well-being of the students, the institution provides various facilities including indoor and outdoor multipurpose play areas and a fully equipped Gym Space. In addition to the above, a large open playground, as well as a lush green garden, is an asset to the institution. The library automation is completed, a spacious new building is provided and a reading room/competitive cell with sumptuous volumes of reference books and magazines are available to cater to the intellectual pursuit of the students. There are separate restrooms for girls as well as faculty members in each Department. Ramps are constructed for the convenience of Divyangans, Central Public Addressing System has been installed in the institution for effective administration. Neat CC Road was laid for comfortable conveyance. In addition to this, two units of RO plants for pure drinking water have been installed. The institution has membership in N-List. The institution has developed a proper mechanism to maintain IT infrastructure, science, and other laboratories, Digital, Virtual classrooms from qualified service providers. The college management looks after every need of students and staff to promote an enhanced teaching-learning environment. Facilities of e-content development such as LMS and sharing of knowledge through virtual classrooms are available.

Student Support and Progression

The institution's goal is to motivate the students to participate in all activities planned by the institution for providing a dynamic and vibrant atmosphere on the campus. To achieve this and also to foster qualities of leadership, organization, and responsibilities, Student Council has been established. It consists of class representatives from each class who are nominated based on their academic merit. The student council is a part of various academic and administrative committees. All eligible students are benefited from Government-sponsored scholarships. Besides these Government schemes. Prizes are given to meritorious students sponsored by faculty and philanthropists. Further, for capability enhancement and development of students, career

counseling, soft skill training, guidance for competitive exams, remedial classes for slow learners, personal counseling, bridge courses, guest lectures on meditation & Yoga are provided to students. Many students have been benefited from guidance for competitive exams & career counseling. Capability enhancement and developmental schemes helped 276 students to secure jobs in various companies and 298 students have attempted the state-level competitive examinations. Apart from academic excellence, students also excelled in curricular and co-curricular activities. Students received awards and prizes for outstanding performance in sports, cultural activities, and co-curricular activities at the college level, district level and state level in Yuvatharangam organized by the Commissioner of Collegiate Education.

In addition to that, the alumni association has been involved in several functional and developmental activities of the college. The alumni association reflects the contribution of the institution for producing responsible citizens who act as a bridge between the institution and society.

Governance, Leadership and Management

The institution has clearly stated its vision and mission statements keeping in view the continuous development, the best teaching and learning practices, and overall inclusive growth of the students. To achieve the progress, the institution practices decentralization and participative management which includes student representative unions, formulated according to the guidelines of the institution in the decision-making process as well as the implementation of all activities. The administrative setup of the institution follows according to the framework of the Government of Telangana. At the higher level, there is a Commissionerate of Collegiate Education (CCE), followed by the Regional Joint Directorate of Collegiate Education (RJDC), affiliating University, principal, academic committees, and administrative committees. At the grass-root level, various sub-committees have been constituted for smooth administration. The organizational structure of the institution includes a governing body, administrative setup, and various other bodies for effective implementation of service rules, procedures, recruitment, promotional policies, and grievance redressal mechanism. The institution implements several welfare measures for the benefit of teaching and non-teaching staff. For acquiring and developing professional skills, the institution motivates and fills academic spirits among faculty for attending programs like Orientation Course (OC), Refresher Course (RC), Short Term Course (STC), Faculty Development Program (FDP), and administrative training programs like e-office which are organized by certain Universities under UGC- HRDC for teaching and non-teaching staff. Several quality initiatives like regular meetings, timely submission of AQAR, feedback from students is collected, analyzed, and later used for the improvement of both academic and administrative affairs. To assess the performance of staff, the API score obtained from teaching staff is submitted to CCE for implementing CAS and other performance-based issues. For non-teaching staff, performance is evaluated by performance evaluated system by the principal of the institution. The CPDC, IQAC, and staff council collaborate and devise strategies for mobilization of funds, and optimal utilization of resources. To ensure transparency in financial aspects internal and external audit is performed according to the guidelines of Govt. of Telangana. For the overall administration of the institution, e-governance has been implemented.

Institutional Values and Best Practices

The institution seeks to transform students' social and environmental attitudes by bringing up awareness and helping them to understand their roles and responsibilities in these two areas. Accordingly, various programs viz., Gender equity promotion programs like Women's Rights, Career Counseling, Health, Hygiene, Personality development, Legal Rights, gender sensitivity, anti-ragging activities, women empowerment, health and

hygiene, safety and security on the campus, and their role in society have been initiated. As part of creating environmental awareness in the students and staff, solid waste management, liquid waste management are followed. Further, to conserve water, rainwater harvesting has been initiated. Other green practices on campus include a plastic-free campus, reducing paper usage, landscaping using public transport instead of personal transport, and plantation activity with the involvement of staff and students. As part of alternate energy initiatives, 6 Solar lights are installed, LED bulbs are used in the college to check the power consumption. Lighting power requirements are met through LED bulbs. Specific initiatives like road safety, Haritha Haram, Drug abuse, HIV-AIDS day, National Unity Day (Rashtriya Ekta Diwas) Digital transactions, etc are organized to contribute to the local community. To foster moral, ethical, and spiritual values in the students' various national festivals, birth anniversaries of national leaders, social reformers, and eminent personalities and Independence Day, Republic Day, National Constitution Day, Consumers Day, National Voters Day, National Science Day, National Mathematics Day, etc. are being conducted. For the promotion of universal values, following programs like International Yoga Day, International Women's Day, International Mother Tongue Day, United Nations Organization Day, World Human Rights Day, International day against Drugs are observed. The institution maintains complete transparency in academic, administrative, financial, and auxiliary functions through well-established practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MVS GOVERNMENT ARTS AND SCIENCE COLLEGE
Address	CHRISTIAN PALLY MAHABUBNAGAR
City	Mahabubnagar
State	Telangana
Pin	509001
Website	www.mvsgdcmahabubnagar.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	M VIJAY KUMAR	08542-295069	9154806780	08542-	mahaboobnagar.jkc@gmail.com
IQAC / CIQA coordinator	G SATYAN ARAYANA GOUD	08542-295068	9440162016	08542-	gangarigoud@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-06-1965

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC		01-01-1970		
University to which the college is affiliated				
State	University name	Document		
Telangana	Palamuru University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	01-07-1965	View Document		
12B of UGC	17-06-1972	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
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	CHRISTIAN PALLY MAHABUBNAGAR	Semi-urban	37.6	5271

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,Commerce	36	Intermediate	English	60	41
UG	BCom,Commerce	36	Intermediate	English	300	273
UG	BCom,Commerce	36	Intermediate	English	60	16
UG	BCom,Commerce	36	Intermediate	English	60	0
UG	BSc,Science	36	Intermediate	English	60	27
UG	BA,Arts	36	Intermediate	English	180	174
UG	BA,Arts	36	Intermediate	Urdu	60	55
UG	BA,Arts	36	Intermediate	Telugu	60	59
UG	BSc,Life Sciences	36	Intermediate	English	420	329
UG	BSc,Physical Sciences	36	Intermediate	English	360	334
PG	MSc,Pg	24	B.Sc	English	30	30
PG	MA,Pg	24	Under Graduation	English	40	28
PG	MA,Pg	24	BA	English	40	20
PG	MCom,Pg	24	B.Com	English	40	30
PG	MA,Pg	24	Under Graduation	Telugu	40	32
PG	MSc,Pg	24	B.Sc	English	30	30
PG	MSc,Pg	24	B.Sc	English	30	29

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				92			
Recruited	0	0	0	0	0	0	0	0	31	2	0	33
Yet to Recruit	0				0				59			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				19
Recruited	18	1	0	19
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	1	0	0	1
Ph.D.	0	0	0	0	0	0	11	2	0	13
M.Phil.	0	0	0	0	0	0	5	0	0	5
PG	0	0	0	0	0	0	14	0	0	14

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	31	37	0	68

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

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

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

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

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	161	173	281	236	
	Female	54	64	90	79	
	Others	0	0	0	0	
ST	Male	81	87	127	102	
	Female	23	26	40	29	
	Others	0	0	0	0	
OBC	Male	469	511	792	635	
	Female	333	378	470	321	
	Others	0	0	0	0	
General	Male	36	45	67	53	
	Female	41	49	60	51	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		1198	1333	1927	1506	

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arts	View Document
Commerce	View Document
Life Sciences	View Document
Pg	View Document
Physical Sciences	View Document
Science	View Document

NAAC

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
24	32	27	24	19
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 19

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3196	3069	2376	2361	02394
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
689	492	524	402	326
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1970	1964	2001	2040	2040
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
97	143	92	168	9

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
216	228	264	220	125
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
79	86	80	80	80
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
92	86	80	80	80
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1506	1927	1228	1198	1479
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
928	1278	906	810	810
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 42****4.4****Total number of computers in the campus for academic purpose****Response: 104**

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
27.574	3.16	252.137	54.33	24.863

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The curriculum is designed keeping in mind the developmental needs of the society and also in congruence with the guidelines proposed by the UGC, the parent University Palamuru University and the Telangana State Council for Higher Education.

Through the inclusion of alumnae, industrialists and subject experts in Board of Studies and Academic Council, interaction with members of the local communities through outreach programmes and market need assessment by faculties, the college assesses the local, regional, national, and global needs of the society.

The whole process of need identification is carried out by the departments in adherence to the common pattern prescribed by the college. Based on the nature, relevance and requirements of needs to be addressed, the Curriculum Development Cell prepares the Programme Outcomes (POs) while the departments prepare Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for UG Programmes. The process of curriculum development is suitably designed to identify the needs, develop appropriate curriculum and assess the outcomes of the whole exercise. This process involves major curriculum revisions once every three years for UG. Prior to the revision, department level meetings and interactions with the different stakeholders are organized to ascertain the nature of their needs. For instance, policy designers, scientists, industrialists, parents, alumni and outgoing students usually help in identifying the local, regional, national and global needs while the people of adopted villages help in identifying the needs of the neighborhood.

Faculty consolidates the inputs of stakeholders for developing a draft copy. The draft is subsequently sent to the experts and alumni for specific suggestions. At pre-board meetings, necessary modifications are effected in the proposed syllabi based on the expert-inputs. The Board of Studies then deliberates on the draft and approves the syllabi. In the next stage, the Academic Council deliberates and ratifies the syllabi of various departments.

Finally, the college embarked on the introduction of a school system at the institutional level to provide cross-discipline exposures and multi-skills through lateral mobility across different disciplines for augmenting employment and self-employment opportunities. The special features of the school system such as Self-finance courses, Interdisciplinary courses, Mandatory internship and Project work, Skill Based Electives, Core Electives, choices in core subjects in select departments and extra credit courses ensure that the curriculum stays relevant and meets the dynamic needs of the society at large.

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.**Response:** 34.13**1.1.2.1 Number of all Programmes offered by the institution during the last five years.****Response:** 126**1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years****Response:** 43

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**Response:** 101.9**1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2019-20	2018-19	2017-18	2016-17	2015-16
223	234	264	228	125

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.**

Response: 71.51

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

Response: 768

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 1074

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 95.83

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

Response: 23

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in 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 into the Curriculum

Response:

In order to have a better convergence of various disciplines, greater academic flexibility is envisaged at the institutional and the departmental levels. At the institutional level, common courses on Environmental Studies, Human Values & Professional Ethics, Gender Sensitization, Indian Heritage & Culture, Science and Civilization and Formation of Youth provide a holistic view of cross-cutting issues to enable students imbibe these values.

To foster the concepts of Basics of computer skills, is included in Computer Literacy which is a common course for all I, II UG students. The college also conducts a curriculum embedded two-credit Soft Skills programme for UG. The Soft Skill course is embedded with the curriculum and taught during the regular classes.

Besides, the college offers a Community Work-Outreach programme to share and practice what the students have learnt in the classrooms. As part of the outreach programme, students are taken on field visits for exposure to environmental issues and are also encouraged to take active part in street plays, demos and other environment-related activities.

In addition to the common courses offered to all students, the departments are given autonomy to identify the issues relevant to them and to have a bearing on gender, sustainable environment, human Values, civic responsibilities and ethics. Cross-cutting issues are embedded in UG courses to kindle in students a sense of social justice, responsibility, compassion, sensitivity and concern for the environment as espoused by the college in its statement of goals and objectives.

The college organizes a variety of activities at institutional and departmental levels to complement the cross-cutting issues discussed in the classroom. Communal Harmony Campaign, AIDS Awareness Day, Green Consumers' Day, International Women's Day, Human Rights Rally and Inter Departmental Cultural Competition for Women are a few of these activities.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

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

Response: 16

1.3.2.1 How many new value-added courses are added within the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4	2	4	3	3

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 96.06

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

2019-20	2018-19	2017-18	2016-17	2015-16
2627	2811	2498	2188	2602

File Description	Document
List of students enrolled	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 29.32

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 937

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document

1.4 Feedback System**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni**

Response: B. Any 3 of the above

File Description	Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
URL for stakeholder feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 83.79

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1506	1927	1333	1198	1479

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1750	2410	1710	1530	01530

File Description

Institutional data in prescribed format (Data Template)

Document

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 84.04

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

2019-20	2018-19	2017-18	2016-17	2015-16
803	1028	707	636	783

File Description

Institutional data in prescribed format

Document

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Craving for providing the best quality in education, based on students' capacities, academics are deliberately structuring and adopting pedagogies in teaching. The institution's teaching and learning process caters to advanced learners and slow learners to achieve their goals. Various calibrates are embraced to categorize the students and assist them in learning-Orientation and induction programs organized for the entrants at the beginning of every academic year, acclimatize them to the institution. There are oriented on the academic rules and regulations, library facilities various co-curricular and extracurricular activities that facilitate students' holistic development. A department-level orientation is also given to enable the students to understand the course curriculum and career options.

The learning levels of the students are assessed based on their academic performance in the higher secondary examination, classroom interaction, and participation in activities. The department of English conducts bridge courses to help the students from vernacular medium to make a smooth transition to English medium. The department of mathematics conducts bridge courses to teach the basic concepts of mathematics to non-mathematics students. Like History, Economics, Journalism, etc., the other Departments conduct bridge courses for non-Arts students.

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 40.46

2.3 Teaching- Learning Process

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

Response:

Faculty members employ various teaching-learning methods, including the lecture method, the interactive method, project-based learning, computer-assisted learning, and experiential learning. Illustrations and special lectures enhance the effectiveness of the teaching-learning activities. Students participate in field studies to gain firsthand knowledge of the subjects and current practices. Lessons are taught through using ICT tools like Power Point presentations to make learning enjoyable besides oral presenting methods.

Lecture method:

This conventional method is commonly adopted by all teachers, especially language teachers. This method facilitates the teacher to interpret, explain and revise the content of a text for a more extensive understanding of the subject to the learners.

Interactive method:

The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, and scholarly related examining societal issues.

ICT ENABLED TEACHING

ICT-enabled teaching includes Wi-Fi-enabled classrooms with LCD, Language Lab, Smart Classrooms, E-learning resources. Virtual classroom links the guest lecture of distinguished persons to develop their core knowledge in the subject. Regular practical sessions, Use of LCD projectors for seminars and workshops, Productive use of educational videos, accessibility of non-print material for students.

Coming to pursuing language skills, students are revitalizing through listening, speaking, reading, and writing. Online references, lecture talks, motivational talks, educational videos, and web-references support the Teaching-learning process. The institution has installed Wi-Fi on the campus to support the educational activities of the inmates. All the departments provide instructional materials to the students for easy follow-up /understanding of the concepts on the college website. Learning resources and useful websites are made available on the college website, which serves as a ready link to access information portals and gain knowledge.

Case Study Analysis and Discussion:

The case method is a participatory, discussion-based way of learning where students gain critical thinking, communication, and group dynamic, diverse fields of Management, Marketing, Finance, General Management, and Economics.

Group Learning Method:

Group Learning allows slow learners to develop problem-solving, interpersonal, presentational, and communication skills to confirm quality in learning with Peer groups.

Fast, Average and Slow learners have been divided into groups of 5 to 10 members. The department conducts group Discussions, Management Games, Group Projects, or Assignments under the group learning method.

Project-based Learning:

The teachers are the guides to the students in the process of preparation of projects. All the students of different courses will involve in project work.

Experiential Learning:

The faculty members foster a learning environment by engaging in rich experiential content of teaching through experience, teaching through demonstration, exhibitions, analyzing case studies and participating.

File Description	Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Information and Communication Technology has become an integral part of the teaching, learning, and evaluative process at MVS Government Arts and Science College (A). Faculty Development Programmes (FDP) are conducted to train the teachers to effectively use the ICT tools in the classroom.

Faculty adopts for teaching through Google Classroom regularly, an online learning platform for the faculty and students for teaching and learning. Teachers' constant interaction with the students at anytime and anywhere through this tool is viable. Learning materials, video lessons, and other resources related to the course content are posted in the Google classroom. In response, students use this application to submit assignments, seminars in video form, and other activity reports. The teachers also use it to create interactive learning exercises, including multiple-choice questions, crosswords, cloze tests, and puzzles.

The mentor -Mentee system facilitates teachers to maintain a complete profile of students, including personal and academic details, attendance, CIA marks, and fee payment details. It also acts as a Faculty Record Book that carries the complete details of the course. Every semester, feedback on teaching methodologies adopted by faculty members from the students is collected through MIS. The institution organizes webinars for the students to have constructive discussions with experts.

E-Resources

The college is a member of N-List, where students can access a digital collection of journals and articles related to their research topic. CDs of live lectures of eminent professors from institutions of repute viz. IITs are available in the college library. Students can access e-books and e-journals available in the library at any time which provides a wide range of articles and journals. Accuracy and credibility are vital parts of teaching and delivering the course content.

Students are benefitted from NPTEL, Spoken Tutorial, and SWAYAM by receiving lessons on selected topics from the subject experts from reputed institutions. Online videos available in the NPTEL portal helps the teachers to gather additional information related to their subjects.

Individual Learn is an online certification course where students can learn coding in different programming languages. An interactive discussion forum helps students share their codes, participate in challenges, and clarify their doubts. The institution uses Google Forms to take a survey for assessment, feedback, reviews, and to collect from any college department.

File Description	Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**Response:** 40.46**2.3.3.1 Number of mentors**

Response: 79

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution**Response:**

The Academic year commences with the preparation of the academic calendar by consulting the heads of various departments for UG courses whereas, for PG courses, Palamuru University Almanac is followed. The students are also informed in advance about the curriculum and academic calendar. The academic calendar includes internal assessments, project/seminar and semester examination, semester commencement /conclusion, etc., for the all-round development of students. The principal conducts regular reviews meeting to the proper implementation of The academic plan. The number of available working days is taken into account: Enough caution is exercised to carry on the curricular and /co-curricular activities simultaneously with utmost care to see that the activity mentioned in the calendar strictly to the schedule.

Teaching plan

Individual Lecturers prepare their teaching plan by incorporating various extracurricular activities to make the teaching-learning process more exciting and effective based on the assigned syllabus.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 97.17

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 17.87

2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
13	10	18	18	13

File Description	Document
Institutional data in prescribed format (Data Template)	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 2.27

2.4.3.1 Total experience of full-time teachers

Response: 179

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 45.7

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration

of results year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
24	38	32.5	73.5	60.5

File Description	Document
Institutional data in prescribed format (Data Template)	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 5.11**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
98	143	92	168	9

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution**Response:**

Software Used for Examination branch

The software developed in Microsoft dot net technologies with sql server database at the backend. The software is fully customized to meet the requirements of examination branch.

The software provides access to

- The student personal details, performance details.
- Examination application with student wise subjects to be appeared along with fee particulars.
- Group and subject wise internal marks entry and report of the internal marks entered.
- Subject wise internal marks entered status and report.

- Subject wise practical marks entry and report of the practical marks entered.
- Entry of subject wise time table and report.
- Provides course and semester wise question paper summary with multiple selection criteria i.e. for selected dates / course / semester / select batches only
- Hall ticket download facility.
- D-form – HTNOs of students registered for examination for seating arrangements.
- Attendance statement report for examination.
- Entry of subject wise absentees in the examination.
- Entry of subject wise theory marks and report of the marks entered.
- Tabulation register.
- Result sheet for examination conducted.
- Result analysis of the examination conducted.
- Online results verification for the student.
- Subject wise result analysis.
- Memorandum of marks.

The access to software is restricted and access is given to the users to the extent of usage.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Outcome-Based Education (OBE), a student-centered learning model implemented in 2016, gives prominence to what should be attained by the students to complete the programs. The teacher and the learner clearly understand the objectives to be achieved at each level, leading to the students' progression. The Programme Outcomes (POs) and Course Outcomes (COs) are derived from achieving Graduate Attributes that help attain the college's vision and mission. Program Specific Objectives and Programme Outcomes (PEOs) are framed based on the skills, affective, and knowledge the student is expected to achieve in the respective programs. Course Outcomes are designed based on the knowledge student is expected to gain and the ability to apply the knowledge gained at the end of a particular course. Programme Educational Objectives, Programme Outcomes, and Course Outcomes are discussed in detail in the Board of Studies meeting. All the faculty members express their views and contribute constructively towards framing the outcomes. The derived PSOs, POs, and COs are approved by the Board of Studies and passed in the Academic Council meeting. Course Outcomes are mapped with Programme Outcomes. Drafted COs of each course will be correlated to the defined POs of the particular program, which encompasses the Graduate Attributes, Vision, and Mission of the college. The mapping process (Established a value base for the program. Develop a conceptual framework. Determine program goals.

Design the program. Establish program assessment procedures. Implement the program) begins at the lesson planning, from the Learning Outcomes (LOs), which refers to the skill sets acquired by the students at the end of each unit. These Los correspond to the COs and the POs.

Mechanism of Communication:The Graduate Attributes of the institution are disseminated through the College website, Management Information System, and display boards in prominent places. The details of PSOs, POs, and COs are communicated to the faculty members by the Heads in the department meetings. They are posted in the Faculty Record Book for reference. PSOs and POs are disseminated to the students through the tutors. At the beginning of the program, students are educated on PSOs and POs in the department-level orientation program. Course instructors communicate the objectives and the course outcomes to the students at the beginning of every semester. It helps the students to concentrate on the specified objectives and work towards achieving them. The Course Objectives and Outcomes of each course are displayed in the classrooms and website. Learning Outcomes are derived by the concerned course instructor based on the Course Outcome. The college organizes programs by inviting experts to motivate the students and keep them focused on the outcomes. The implementation of OBE in the institution is structured to ensure the realization of the vision and mission of the college.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The college offers various programs with clearly defined outcomes. Program Specific Objectives (PSOs), Programme Outcomes (POs), and Course Outcomes (COs) are related to each other. After completing a three-year degree course, students achieved program outcomes. Program-specific outcomes are validated by a systematic process of collecting and evaluating data on Programme Outcomes and Course Outcomes. The calculation of the level of attainment of Programme Outcomes is done by mapping the CO and PO matrix.

Method of measuring attainment of Cos

The Course Outcomes are stated in the syllabus of each course. Allied subjects are also presented with appropriate Course Outcomes. Course Outcome measurement is made through direct and indirect methods. The measurement of Course Outcome using the direct method is derived from the marks scored by students in assignment, activity, seminar, Internal I, II, and end-semester examinations. Course end survey by the students forms the basis of the indirect measurement of courses to analyze the attainment is an impetus to improve the course delivery and curriculum. The following steps are followed to measure the Course Outcomes:

Direct Method

The instructors of the courses become familiar with the courses' objectives. The questions are leveled appropriately. Bloom's taxonomy of cognitive abilities: (mental abilities -Knowledge), Affective: a boost in one's emotions. Psychomotor and physical abilities necessary for internal and end-of-semester exams. The COs and Bloom's level for each question on the internal- I, II, and end-of-semester examinations are indicated. The student grades each question on the assessment. The data collected will be analyzed to determine each student's level of achievement.

The overall attainment percentage is calculated by averaging the students' attainment levels.

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 88.34

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

Response: 606

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

Response: 686

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.74

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The College has well defined policy for promotion of research with following aspects.

1. Creating a promoting atmosphere for research by the teachers, students, and others.
2. To develop research orientation among the faculty members and students.
3. Giving all-around assistance to the faculty and the students for outstanding performance in their research, fund mobilization, and publications.
4. Setting up infrastructural facilities to take up basic requirements and advanced instrumentation.
5. Making faculty and departments self-reliant in research activities by encouraging them to get funds from various funding organizations like U.G.C, R.U.S.A, promoting good ethics in research and publications, and keeping a watch on second level data checking.
6. Taking the initiative to enter into M.o.U with industrial firms and R&D organizations for collaborative research, consultancy activity, and sponsored projects.
7. To motivate and encourage the students to undertake study projects, present papers in national, conferences and participate at all levels.
8. Organizing workshops and training programmes on research methodology and updating the research quality and research ethics among faculty.
9. To upgrade research laboratories to produce the best outcomes.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0**3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description**Document**

List of teachers receiving grant and details of grant received

[View Document](#)**3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years****Response: 0.49****3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	2

File Description**Document**

List of teachers and their international fellowship details

[View Document](#)

e-copies of the award letters of the teachers

[View Document](#)**3.2 Resource Mobilization for Research****3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response: 1.05****3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	01.05

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 0.49

3.2.2.1 Number of teachers having research projects during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	2

File Description	Document
Names of teachers having research projects	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 0

3.2.3.1 Number of teachers recognized as research guides

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 2

3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	2

3.2.4.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
23	23	22	20	20

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

1. M.V.S. Government Arts & Science College has an excellent academic and research environment.
2. The faculty members are always encouraged to apply for research funding.
3. Institution is promoting innovations which are evident in the filling and obtaining 02 research projects and nearly 57 research papers in national/ international journals with ISSN Numbers.
4. Seminars/workshops are conducted regularly.
5. Staff and students are promoted to attend conferences outside the institution.
6. Good laboratories and funding is provided to carry out innovative research activities.
7. Students are encouraged to take up live projects, and some of our study projects have got the prizes at state level JIGNASA Presentations conducted by the Commissionerate of Collegiate Education, Hyderabad.
8. The institution encourages students to present the study research Projects every semester.

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**Response:** 10**3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	3	2	0

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

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: B. 3 of the above

File Description	Document
Any additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**Response:** 0

3.4.2.1 How many Ph.Ds are registered within last 5 years

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

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

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the

last five years**Response:** 0.11**3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	5	0	0

File Description**Document**

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

[View Document](#)**3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years****Response:** 0.27**3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	7	6	5	1

File Description**Document**

List books and chapters in edited volumes / books published

[View Document](#)**3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed****Response:** 3.25**File Description****Document**

Bibliometrics of the publications during the last five years

[View Document](#)**3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**

Response: 2

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response: 0****3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**Response: 0****3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

MVS Government Arts & Science College (A), Mahaboobnagar organized and participated in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to the community and strengthen community participation.

The NCC and NSS college units take part in various initiatives organizing camps like National Integration camps(NIC), Ek Bharath Shresta Bharath camps, Swachh Bharat, Blood Donation Camps, Awareness programs on AIDS prevention and suicide prevention particularly youth, Social service camps at local pilgrim centers such as Manyamkonda Jatara, Kurumurthy Jatara and disaster management activities in the Krishna and Godavari River Pushkaras etc.

NCC cadets & NSS volunteers participated in District level SVEEP (Systematic Voters' Education and Electoral Participation) activities.

The college also has Haritha Haram a student-based NGO which has diversified activities like working with environmental issues etc by involving youth.

Events like Digital India, Digital Telangana, International Yoga Day, National Voters enrollment rallies extensive participation of the students who take up activities in collaboration with other agencies/ NGO's to spread awareness.

India is the birthplace of Yoga and by participating in International Yoga Day students become global stakeholders in ensuring a healthy body and mind.

As it is well known that is associated with India's Independence movement and also Mahatma Gandhi, students became aware and spread awareness not only about the usage but also were inspired by how it became synonymous with India's independence.

Programs like mega plantation program, Plantation drive in Haritha Haram , encouraging Bhathukamma festival (noticed as floral festival predominantly in Telangana state) have been taken up as part at environment consciousness and encouraging the community so initiative steps in this regard.

Blood donation camps in the college are a regular feature where by students and staff donate blood. The camps facilitate blood drawn up to 40 -50 units which are sent to Red Cross Society Mahabubnagar, Telangana state government blood bank.

AIDS day awareness programs have been conducted by NSS units.

The celebration at the District Youth Parliament rally program has been conducted by all NSS units.

Participation of NCC cadets and NSS volunteers in Republic Day celebrations at New Delhi, Adoption of the village, Anti – Tobacco Rally, Peace Rally, Wealth out of waste connects students with the larger social issues in the community and made them socially responsible and sensitive and they facilitating in the

holistic development.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 6

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	2	4

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 38

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7	6	9	10	6

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 69.68

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
2044	1648	2237	2216	1023

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

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 2.8

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2019-20	2018-19	2017-18	2016-17	2015-16
6	3	3	2	0

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

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

Response: 12

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7	4	0	0	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

MVS Government Arts and Science College (A), Mahabubnagar was established in the year 1965 at Mahabubnagar town and it's an honor to have completed 55 remarkable years of relentless service to society. This abode of learning is situated in the prime locality of Mahabubnagar on a sprawling area of 37.6 acres and a conspicuous built-up area of 5271Sq.m. The institution is equipped with outstanding infrastructure which facilitates and enhances effective teaching and learning process. The institution boasts an upgraded administrative block for the smooth functioning of the institution, and also numerous academic blocks with a sufficient number of classrooms, staff rooms, and laboratories. The classrooms are backed with I.C.T and digital technology for an impactful learning experience. Most significantly, the college has adequate upgraded laboratories with due safety and security measures to consolidate epistemology with practical skill. The classrooms and laboratories are well ventilated, furnished, and properly lit. In addition, there are seminar halls (including seminar libraries), a virtual classroom, and a language labs well established for enriching the learning experience.

UG/PG Labs: The labs are indispensable to provide hands on experience to students, so that they can assimilate the theory and groom their research aptitude. The labs in this college are copacetic and includes the following:

1. Physics Labs- 4(UG).
2. Chemistry Labs- 7(UG , PG and one research lab)
3. Botany Labs-2(UG), 2(PG)
4. Biochemistry Labs-1(UG)
5. Biotechnology Labs-1(UG)
6. Zoology Labs-2(UG)
7. Microbiology Labs-1(UG)
8. Computer labs-7 (UG)

Computer Labs: The institution has 7 computer labs equipped with 196 computers with blazing speed internet connectivities. This being mentioned, it also boasts a state-of-the-art virtual class room which integrates the best of digital and real learning experiences . These allow the students to monitor and manage their own learning, inculcate critical thinking and problem solving to meet the challenges of real world problems.

Projectors: 31 LCD projectors are functional in various class rooms to catalyze teaching-learning experience and to make the students enthusiastic towards mastering the subject.

Botanical Garden: In addition to the traditional plants, the garden is treasured with rare, medicinal and ornamental plant species.

Plant Nursery: Many ornamental and avenue plants are part of the gardens .

Hostels: The college has separate hostels for men & women maintained by the Department of Social Welfare, Government of Telangana and they accommodate over 900 students of both UG and PG courses in the premises of the campus. The hostel rooms are allotted on shared basis and provide immaculate dormitories, hygienic food and good recreation facilities.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

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

Response:

MVS Government Arts and Science College has an excellent infrastructure for sports with colossal grounds for cricket, football, and hockey. It also has well-maintained courts for games like kho-kho, kabaddi, volleyball, and basketball. Recognizing the importance of physical fitness for mental well-being, an exclusive Physical Education department was founded with all the facilities for indoor games like caroms, chess, table tennis, and gymnasium. The gymnasium is accessible to the students and staff of the college on daily basis during stipulated timings. It consists of dumbbells of different weights and other equipment.

NCC: The NCC unit of the college has 180 cadets of men & women (33% reserved for women) and is superintended by an ANO. It is an honour to the institution that 2 of its cadets participated in Republic day parade at New Delhi. In addition to this, cadets also attend various camps like ATC, CATC, NIC, EBB, Trekking, Mountaineering, Para sailing, RVC, VIGC and Pre RDC and TSC camps. For holistic development of the cadets, they are encouraged to participate in AAC Basic Leadership camps and Advanced Leadership Camps.

NSS: The College has 5 UG and 1 PG NSS units, each for Social Sciences, Commerce and physical Sciences with 600 volunteers. The volunteers in the units participated in state level special camps, adventure camps, water Rafting competitions and also other awareness programmes organized by the unit.

Yoga Centre: For physical and mental health being, Yoga classes are conducted regularly for the staff and students.

Cultural Activities: Cultural activities contribute to or enhance the aesthetic, artistic, historical, intellectual or social development among students. The following cultural activities in the college.

- 1) Local Festival celebration
- 2) Sports Events

3) Dance and Music Competitions	
4) Charity Events	
5) Debate and speeches	
File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 73.81

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 31

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 22.2

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	211.43	11.99	1.26

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

The College library is situated in the center of the college in RUSA Block. One hall contains a staff reading room cum digital library, the second hall contains the books and lending section and the third hall contains Students reading room cum periodical section.

The College has a well-established library, it comprises of main library and department libraries with the collection of 45092 Books catering to the needs of students and staff. The library subscribes 11 Newspapers, Journals, and Magazines in several disciplines.

The Library is automated using INFLIBNET's SOUL (Software for University Libraries) software. The library is partially automated and the software is used for issuing and returning the books. Students use OPAC to search for the books, other printed and electronic materials available in the library. The Library provides an Open Access System to staff and students to access its print resources.

The Library has a seating capacity of more than 50 with separate reading rooms for staff and students. Besides this, digital library is well-established with 14 computers with high-speed internet available.

The Library subscribes to INFLIBNET's N-LIST e-resources which contains access to 6,293 e-journals and 31,35,000 e-books.

The Library owns its blog (<https://librarymvsgdc.blogspot.com>) provides remote access to open e-resources, syllabus, previous question papers of UG semester, PG CET's information, PG entrance old question papers and competitive examinations materials in one platform.

The library also setup Institutional Repository using Dspace Digital library software (open source software) where can store and access the research publications of staff and students, thesis and student study projects etc.

- Name of the ILMS Software : SOUL
- Nature of automation : Partially
- Version : 2.0.0.11
- Year of automation : 2018

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.78

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.819	1.32	2.72	3.322	0.71

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 5.47

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 179

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

The institution updates its IT infrastructure in every department to facilitate use of IT. Every department has a computer system, printer, internet connection and wi-fi for the office and staff. There are 7 computer labs having 196 Computers in different departments such as Computer Science Lab – I, Computer Science Lab – II, Computer Applications Lab –I, Computer Applications Lab –II, Computer Statistics Lab, TSKC Lab, Library, Physics, Commerce, Computer applications, Mathematics, Statistics and English. Every year new computers and printers are purchased for these labs and also for the departments and staff.

Underground cable was laid with dedicated bandwidth of 40 MBPS. This helped the faculty and research scholars to use internet facility to acquire knowledge, reference material, literature survey etc. The college has Southern Online (SOL) internet connection of 35 - 50 MBPS to serve all the departments in the College. As part of the CSR initiative, Raghavendra networking Services is supplying 40 MBPS network speed. In RUSA scheme creation of new facility up gradation / innovation and purchase of equipment Desktops, Computer Tables, Virtual Class Room (TCIL – New Delhi) Expenditure total Amount 1675483.

The College also having 30 e-class rooms, 1 Virtual Class room, 5 Scanners, 5 Printers in various departments i.e. Social Sciences, Commerce, Life Sciences and Physical Sciences to facilitate teaching and learning process each and every department have a internet facility. In the college campus students having 35-40 MBPS speed Wi-fi facility. The college library done the automation.

The Primary goal of the computer lab is to provide assistance to students that will enhance their chances of succeeding in technology based learning and to provide access to equipment that will support the needs of instruction to accomplish their assigned task.

At the end of every year the incharges of the departments to discuss the additional facilities to be provided during the next academic year and as the requirement listed out by the faculty and in accordance at need that arise on account of introducing new subject or starting new programme, steps are taken to provide them before the commence of the academic year.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 30.73

File Description	Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 35 MBPS - 50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: C. 2 of the above

File Description	Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 55.91

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

2019-20	2018-19	2017-18	2016-17	2015-16
24.98	2.11	13.26	13.54	22.87

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

The institution is particular about the maintenance and up keeping of the infrastructure. To maintain cleanliness in the college several house-keeping staff take care of sweeping entire college every day. There are one care takers in the college to look after all the maintenance activities of the college and whenever required buildings and furniture are repaired. Infrastructure maintenance budget is allocated every year to carry out maintenance related work.

Laboratory

The laboratories in the college are furnished according to the statutory rules. Necessary equipment and material is procured to deliver to the students the best standards of education.

- Lab-in-charges record the details of consumable and non-consumable equipment in respective registers.
- With respect to the time table, the students perform experiments in their assigned labs with assistance and supervision.
- Before the commencement of the academic year, a lab audit is conducted for verifying the functioning of the equipment and suitable actions will be taken accordingly.
- Regular inspection of the equipment is done at periodic intervals to keep the equipment in proper working conditions.

Computers labs are also subject to regular maintenance and sometimes further servicing and repairing.

Library:

It is the knowledge dissemination centre so it is maintained in an efficient manner. Library racks, almaras, furniture (tables, chairs and computer tables), computers, periodical racks, notice boards are regularly checked and repaired as and when required. Vacuum cleaner is used to clean the books and maintain them in a neat and tidy condition.

Computers:

For maintaining the good performance of computers, licensed antivirus software is installed in computers. Thus, the important information is protected from getting corrupted. Every computer lab is also provided with UPS to maintain the hardware of the computer and to keep it in working condition for more time.

Classrooms: All the classrooms are well ventilated, furnished for the smooth and optimal conduct of classes. Regularly fans, tube lights, tables, chairs and boards are repaired and updated. There is a full-time electrician available at the college working hours who renders his service immediately in case of any electrical problem faced by any department.

Water Purifiers: The college has water purification systems to provide pure drinking water for the students and staff which are maintained by the college in house staff. There is also water purification systems (RO Plants) installed in the college which are cleaned every week.

Sanitation: There are sufficient numbers of washrooms available for male and female staff and students. Sanitation staff members are appointed on outsourced basis for the maintenance of washrooms. Garbage is gathered at various points in the college and Mahabubnagar municipality collects it regularly.

CCTV: 28 cameras have been installed throughout the campus for reinforcing security measures for staff and students. Cameras are checked regularly and are repaired or procured whenever required.

Sports:

A sports committee is created to handle the matters and concerns related to sports. This committee consists of students as well as concerned faculty. The required sports materials is purchased by sports committee by following government norms. On receiving the materials, the same are entered in the stock register after verification of the invoice with material supplied.

Utilization process

Students are permitted to play during the sports hour as per the time table and also during off the working hours. They can obtain the sports material with prior permission from the Physical Director to play after working hours.

- In case of any damage observed, the same is recorded in the register and suitable action will be initiated.
- A first aid box is always available for the students in case of any emergency.

Sports Complex: It includes gymnasium and other indoor gaming facilities. To up keep the equipment in the gym, regular maintenance is done to ensure the availability of all items every time.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 73.69

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
2141	2189	1944	1789	1737

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 0.12

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
3	7	2	3	2

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 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. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 57.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1550	1640	1390	1450	1536

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

5.1.5 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
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

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

Response: 13.79

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 95

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/

Civil Services/State government examinations, etc.)

Response: 5.64

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	4	0	02

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
63	52	60	12	50

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 22

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
3	7	3	7	2

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document

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

Response:

The College adheres to the principle of participative management and decentralization. The college ensures that students are represented in academic and administrative bodies/committees. For instance, most of The Administrative committees which have student representation are the Library committee, Swach MVS Committee, Anti-Ragging Committee, Grievance Redressal Committee, Environmental /Waste Management Committee, Hostel Committee, Student Support & Progression committee, Consumer Club, Eco Club, Biodiversity Club, Heritage Club, Sports Club, Social responsibility cell, Class Representative Committee.

The Career Guidance and Placement Cell have provided the incessant support to the students for all placement activities and awareness programs. The students are also represented in the Internal Quality Assurance Cell (IQAC) of the college.

The representation of the students is a clear reflection of democratic principles of involving the stakeholders. Further involving students through Committees provides an extraordinary platform for the socialization of the students. It also facilitates in seeking opinions of young minds which imparts greater vibrancy to the college functioning. The role of the students in various bodies/committees is to share and express their views, ideas, and also the modalities of implementing the same. As members of IQAC, they also give suggestions about various quality initiatives in the college. The committees like 'Swachh MVS Committee' extend their functioning beyond college premises and take part in various clear lines and environment-related programmes.

The students' concerns are addressed through various committees which also have student representatives. There are various wings of student organizations (National and state) in the college that also support the college administration and duly represent the student concerns.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per

year

Response: 5.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
6	6	6	5	5

File Description	Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

MVS Government Arts and Science College considers immense pride in not only the achievements of its alumni but also their contribution to its Alma matter through financial and non-financial means. The college alumni group provides value addition to the profile of the college by their strong network. As part of the non-financial contribution the alumni group mentors the students in selecting their career fields.

The college in its annual day celebrations makes it a point to invite the alumnus as the guest of honors. The alumnus is either a sports achiever or a well-known personality in other fields of social life. The pattern of Alumni Association Alumnus Dr.Srinivas Goud Minister of Prohibition & Excise, Sports & Youth Services, Tourism & Cultural Archeology in Telangana state. The alumni guests inspire our students, share their experiences in the college and motivate them to scale greater heights in life.

Every year on the annual day celebrations alumni of MVS College provide scholarships to meritorious students of each subject (B.A, B.Com. B.Sc). Similarly alumnus retired Commerce Lecturer Sri Krishna Reddy constructed dias for cultural programmes/ celebrations worth of 2 Lakhs. Sri Vazeer, retired lecturer in Zoology laydown flooring (with Granite) in front of Zoology Dept. worth of 1,00,000/- (one lakh rupees only). K.Manjula, Assistant Professor of Physics donates 15,000/- (Fifteen thousand rupees only) to build up a room for R.O Plant..

The alumni who attend the workshops and seminars conducted in the college share their experiences and motivate our students to improve their self-confidence.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: D. 2 Lakhs - 5 Lakhs

File Description	Document
Any additional information	View Document
Link for additional information	View Document

NVAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION:

Prominent Institution in imparting quality education to rural and first-generation students and empowering them with multifaceted skills to meet the global standards in their life.

MISSION:

1. Imparting high quality education to the under privileged students
2. Providing a well-structured learning environment
3. Empowering the students career with latest skills to meet global standards
4. Inculcating community service habit among the students through innovative programs.

OBJECTIVES:

1. To serve the higher educational needs of the society
2. To promote employment related skills and knowledge
3. To develop scientific temper and rational thinking
4. To develop entrepreneurial skills

The institution tries to achieve the objectives and the vision in the long run through a well structured College Planning and Development Council. The Principal of the college is the chairman of this council and the various members hailing from different professional background are placed in the council who will together strive for development of the institution in a holistic manner.

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The participative management style is adopted in the institution with decentralization style. The institutions functions in a well-structured environment wherein various committees are formed to take up different activities every year. The principal of the college is the chairman of various committees are extends advice on different issues. The various committees formed in the institution will take care of different activities in the college. Every year the institution constitutes various committees to monitor different activities like curricular, co-curricular and extracurricular for the development of the college. The committees include convener and members who will follow the instructions given and conduct programmes periodically to implement the decision taken by the staff council. The main objective of such committees is to improve the teaching, learning and evaluation process. For instance, the career guidance committee provides guidance

to the students for progressing in their career.

Case study:

Decentralization and Participative Management in Student Admission and Enrollment Process:

The students admissions in first year are done through DOST notification every year by the Government of Telangana. For this purpose a Committee comprising DOST Coordinator, technical assistants are constituted at the institutional level by the Principal. Further a decentralized student admission committee for first year admissions with conveners and members is constituted with the faculty members of Science, Arts and Commerce departments. The first year admissions committee scrutinizes the credentials of first year students who secured admission in DOST notification. After the satisfactory verification of credentials the conveners and members confirm the first year student admission and issue acknowledgement receipt of first year admissions.

Similarly, the student enrollment for second and final years will be done through student enrollment committees formed with conveners and members in Science, Arts and Commerce departments. The student enrollment committee will scrutinize the applications received from the students based on the promotion criteria for the next year. After successful completion of scrutiny process, students acknowledgement receipt for second and final year enrollment will be issued.

The tuition fee prescribed by the Government will be collected from the students by the office staff assigned for fees collection.

After successful completion of first year admissions, second and third year enrollment the identity cards will be issued to the students by concerned committees.

File Description	Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Principal of the College ensures systematic imparting of education with the effective coordination and functioning of various departments towards the goal of providing the best teaching –learning practices. The principal decentralizes and vests the various departments and committees with autonomy and authority to operate freely in discharging their duties in implementing their respective plan of action. Important developmental plans are discussed by the principal with all the committee members. Plans are executed only after reviewing the suggestions. These meetings are consultative in nature and enable appropriate decision making. Each department drafts its annual academic plan which will be in conformity with the institutional plan of the college. The time table committee along with all the departments frames the time

table for the college. Incharges of each department in coordination with their respective faculty formulate annual action plan for the academic year. Later, IQAC of the college consolidates these action plans and prepare action plan of the institution for that academic year. Any financial assistance in this regard will be brought to the notice of head of the institution. The head of the institution and IQAC co-ordinator monitors the execution process. The class representative for every class is nominated based on their academic merit. They successively form a team comprising of a president, secretary and a lady representative on rotation basis each from Science, Arts and Commerce streams. The principal and vice-principal will act as overall President and vice-president of the college respectively. The student committees play a lively role in executing activities of the institution. Additionally, to the present, feedback by stake holders on the standard of the education, infrastructure and other facilities provided by the institution is collected and analysed to fill the lacuna within the execution of the action plan. This practice of decentralization and active participation of students and staff in governance promotes the coordinative, collaborative team work.

One case study: Organising a Seminar

Hospitality Committee assisted in providing required facilities like accommodation, transportation, refreshments and made sure that caterers supplied refreshments on time.

Audio Visual Committee helped to line up speaker equipment like mikes, LCD Projectors for PPT and checked flawless working condition before commencement of Seminars. Monitoring of finances, accounting and auditing within approved estimated budget was handled by non-teaching staff supported bills produced by organizing secretary.

Faculty of Department coordinated to ensure that sessions persisted time in several halls and acted as Rapporteurs to present report on valedictory function.

Registration Committee handled both online and spot registrations and also distributed seminar kits to delegates during registration.

Souvenir Committee collected articles contributed by writers and edited. Finally, a bound copy of articles received within stipulated time was prepared which is to be released on inaugural day.

Felicitation Committee members were drawn from Teaching, Non-Teaching and Student's community for purchasing mementoes, felicitation on stage during seminar.

Discipline Committee engaged group of cadets from NCC and volunteers from NSS who maintained discipline of the students in seminar.

File Description	Document
Link for Strategic Plan and deployment documents on the website	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The college is empowered with a well-designed organizational structure. The organogram designed by the college tries to achieve the vision and mission of the institution. The functioning of the college is planned in such a way that all the stakeholders are involved in its functioning and their contribution is received in taking the college further in the process of development and imparting education to the weaker sections of the society. The college functions in a holistic approach by forming various committees every year to ensure that vision and mission of the college are accomplished. The Principal of the college is the chairman of all committees formed in the college and is assisted by the Vice-principal and Heads of various departments and Administrative officer in effective functioning and engaging of teaching, learning, and evaluation process.

The Principal conducts staff council meetings, staff meetings, autonomous examination committee meetings every month to review the process of teaching, learning and evaluation and ensures that the planned activities are completed within the due time. The staff council consists of heads of various departments and the office staff assigned for the effective functioning of the college. In addition to this, the principal conducts the meeting with the non-teaching staff to discuss and resolve the issues related to the general administration of the college. The Administrative Officer looks at the effective implementation of the vision and mission of the college.

The annual curricular plan is followed for imparting quality education by various departments in the college. The chairman of board of studies in the concerned subjects will propose the syllabi for the ensuing academic year and after the approval of the board of studies, the course curriculum and credits will be given.

The administrative part of the college is as per the instructions received from the Commissioner of Collegiate Education, Telangana State, Hyderabad. The functioning of the college is regulated by the communication received from the Commissioner of Collegiate Education, Telangana State on regular basis.

File Description	Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

- 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	View Document
Institutional data in prescribed format	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institution takes various welfare measures for Teaching and Non-Teaching staff. The various welfare measures include steps for providing social security to the staff and for maintaining their health in a good manner. The institution implements various welfare measures prescribed by the Government from time to time. The college has taken effective welfare measures for the staff working for career development/ progression by deputing the faculty members to take up doctoral research through UGC Faculty Improvement Programme.

The various measures taken include:

1. UGC Faculty Improvement Programme
2. General Provident Fund
3. Contributory Pension Scheme
4. Telangana State Government Life Insurance
5. Group Insurance Scheme
6. Employees Welfare Fund
7. Employees Health Scheme
8. Medical Reimbursement facility
9. Festival advance
10. Housing Loan
11. Loan on GPF
12. Study Leave
13. Medical Leave
14. Child care leave
15. Maternity and Paternity Leave
16. Facility to the staff to participate in Orientation, Refresher and Short term courses.

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

Response: 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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	01	0	01	0

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Institutional data in prescribed format	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 11.76

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
24	04	12	06	01

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College receives budget from the Government of Telangana, RUSA, UGC and other funding agencies. The budget needs under various heads of account are requested to the Commissioner of Collegiate Education and the budget will be released by the Commissioner of Collegiate Education on quarterly basis to the college. The allocated budget will be utilized as per the existing procedure and the utilization certificate will be given. The grants received from the agencies like RUSA, UGC will be utilized as the allocation given.

The financial audit of budget utilized by the college on account of various heads will be done by the Auditor General of India on periodical basis. The Principal is vested with delegated financial powers. He is the custodian of the resources of the college including the finances and work plans for utilization of college funds in consultation with the staff council and CPDC. The institutional audit is conducted in two types of mechanisms viz., internally and externally.

The UGC accounts are audited regularly by the local auditors at institutional level while the internal audit is done by a team deputed by the RJDCE.

The external audit is done by the auditors appointed by the Accountant General, Government of India by verifying the documents and registers of the college like:

- a. Cash books
- b. Service Registers
- c. Register of increments, Pay bill register
- d. GPF advance register
- e. Pay fixations
- f. Last pay certificates
- g. Register of loans

h. Register of recoveries

i. Stock register

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response:

The major source of funding is from UGC, Government of Telangana through the Commissioner of Collegiate Education, Rashtriya Uchchar Shiksha Abhiyan (RUSA), Special Fee and CPDC. The institution sends proposals to UGC for additional grants under various schemes for development of infrastructure and equipment. After receiving the grant from various agencies, the Principal disburses the amount by following the established procedure involving the finance committee, purchase committee, RUSA committee and Office of the college. The college receives funds from tuition fees, various funding agencies like UGC, RUSA for various purposes. The college utilizes the resources mobilized from various sources and the audited financial statements will be provided on the budget utilized. Further, the institution is planning to mobilize resources from corporates under corporate social responsibility to construct additional classrooms and auditorium. The institution utilizes the resources for construction of buildings, development of infrastructure depending upon the academic requirements like purchase of computers and ICT enabled teaching aids, laboratory equipments and other assets. The office obtains the Utilization Certificates for the expenses incurred. In order to ensure transparency, the college accounts are being audited regularly and the same are submitted for verification by the RJDCE and Auditor General, Government of India.

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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

Sl.No	Recommendation made by NAAC Peer team	Incremental improvements made with regard to quality
1	Measures needed for developing a culture of research amongst faculty and attracting research grants	The faculty is encouraged to submit the proposals for Major and Minor Research projects during academic years 2015-15 to 2019-20. The faculty members have been sanctioned with MRPs from UGC SERO. Grants have been allocated to departments for purchasing required laboratory equipments for promoting research knowledge.
2	Organizing State / National Level Seminar / Workshops to create academic environment and visibility	The College has organized workshops and seminars during the academic years 2015-16 to 2019-20 to promote research knowledge.
3	Research facilities (laboratory and journals) to be enhanced	The Laboratories have been upgraded by acquiring equipments and consumables required for academic or research activities. Separate grants have been allocated from UGC autonomous mode. The journals have been subscribed during academic years 2018-19 and 2019-20.
4	Library facilities need massive improvement	The College Library is improved by automating the library. The Intranet is provided in the library. Books for competitive exams have been purchased.

5	Sports facilities to be improved considerably (indoor games, gym etc.)	The sports facilities of the college have improved by providing indoor games like tennis, carroms, chess. Gym is established in college with modern equipment.
6	Hostel facility for Boys to be provided	Hostel facility for Boys is provided in the college premises in the Social welfare hostel maintained by the Social welfare department, Government of Telangana
7	Transport facility to be enhanced with the support from the Government	Proposal submitted to TSRTC, Mahabubnagar for extending transport facility to the students with concessional bus pass from the year 2015-16. A shelter is constructed at the college on the request made to MLA, Mahabubnagar.
8	Collaborative research activities and consultancy services to be encouraged	Collaborative activities have been taken up in the college.
9	College needs seminar hall, auditorium	The seminar hall is constructed in the college in the year 2015-16. An Auditorium construction is in progress and is about to be completed.
10	Students coming from Urdu medium stream desire that they be taught either in English or Urdu. This issue needs to be addressed	The Urdu medium posts are sanctioned exclusively for Urdu medium students. The teaching for Urdu medium students is done in Urdu medium only.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made

for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The teaching learning process is reviewed on regular basis in the college. The internal quality assurance cell will review the teaching learning process on regular basis by visiting the departments and by providing the suggestions for improvement. The academic records are verified by the heads, vice-principal and principal on regular basis. The academic audit of the records will be conducted by the commissioner of collegiate education every year.

The IQAC will take necessary measures after the academic audit is done on yearly basis. In addition to this, the teaching learning process will be reviewed regularly in the staff meeting and staff council meetings every month.

The institutional reviews on teaching, learning process, structures and methodologies of operations and learning outcomes at frequent intervals through IQAC include:

- a. Review by the internal academic audit team
- b. Departmental reviews involving the teachers and students
- c. API Score of the faculty members
- d. CPDC, IQAC and Staff council meetings
- e. District level monitoring through District Resource Centre (DRC)
- f. CCE's reviews through video conferences. Peer reviews by the academic advisors of the CCE.
- g. Assessment of annual performance indicators (API) of individual teacher by Principal.

Though the teachers are conferred autonomy with regard to teaching-learning process , their strategies are positively guided by the control mechanisms at various levels, which have reinforcing effect on curriculum designing and implementation.

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: 2 of the above	
File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Paste web link of Annual reports of Institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender Equity and Sensitization

MVS College of Arts and Science provides a safe and secure environment for both the genders. The college has Gender Equality Policy to ensure parity between men and women. With the aim of establishing an amicable ambience an action plan is prepared every year. Suggestion boxes, helpline numbers, facility to contact the mentor, Head of the Department, Principal over phone, WhatsApp or e-mail help the students to record their grievance without any delay. Internal Complaints Committee, Discipline Committee, Anti-ragging Committee, and Grievance Redressal Cell are vigilant in ensuring a safe environment to promote gender sensitization. Students are made aware of guidelines against sexual harassment.

Curriculum

The curriculum is designed to inculcate values in students. 'Value Education', based topics in languages offered in the first year, teaches the importance of human values and instils social responsibility among students. Various Skill Enhancement Programmes offered from first semester to the fifth semester, takes care of honing the soft skills. Department of Languages and Social Sciences offer courses related to gender equity.

Co-curricular Activities

Girl students are encouraged by the mentors to take part in various activities and competitions. Every year, Women Empowerment Cell organizes a number of awareness programmes, workshops and competitions which help the girl students realize their potential.

Safety and Security

- Safety and Security is assured in the campus 24/7.
- Gender sensitization programs are held to orient girls to maintain privacy on social media, avoiding geo tagging photos, adoption of suitable technology like safety apps to insure timely interventions and legal awareness.
- SAKHI Centre and Anti Ragging committee ensures to see that freshers are welcomed into the MVSGDC(A) family without any hitches.
- A security is appointed by the institution for the supervision of the campus day and night.
- Occasional talks are organized by inviting the police officials on topics such as traffic rules, drug abuse, anti-ragging, cybercrimes etc.
- CCTVs have been installed in and around the college campus which are monitored by the principal.

The video footages can be reviewed regularly. CCTV covers entire campus.

Counselling

Counselling grows and builds confidence in the students. Faculty members, trainers, Police She Team and doctors help the students to manage interpersonal and intrapersonal relationships, improve communication, gain positive attitude towards life, set goals, show progress and acquire resilience.

- Entry Counselling for the first-year students prepares them for the campus life.
- Ample mentor-student ratio is maintained to help the students to get individual attention on academics, personal guidance and stress related issues.
- Women Empowerment Cell and the Departments offer counselling sessions on gender equality and sensitization.
- Sports Counselling helps in resolving problems, overcoming mental barriers and increasing confidence to excel in sports and games.
- College counselling cell along with **Sakhi Centre** envisage remedial, preventive and educative support with respect to gender issues and abuse and helps students to be emotionally strong, take responsible decisions and become self-actualized individuals using new coping strategies in a confidential atmosphere.
- Awareness is created about the dangers of misuse of social media and digital games

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Environmental conservation is one of the major responsibilities of every individual in the campus. The continuous efforts of the college to enhance and ensure the protection of environment has been made mandatory. NSS and Eco Club strive to impart eco-consciousness among students. A formal structure for managing the solid, liquid and e-waste is set in the campus:

Solid Waste Management

A well-planned Waste Management System helps to maintain a clean campus. The college provides basic recycling service throughout the campus by keeping separate bins for biodegradable and non-biodegradable wastes. The solid waste received from the classrooms and canteens are disposed regularly. Dustbins are placed in the classrooms, staffrooms and in common areas to collect the waste. The wastage collected is cleared regularly by the local Municipality. Organic waste is dumped in the organic pits which turns into manure over a period of time and is utilised as bio manure. Paper waste collected from the classrooms, staffrooms and offices, old News Papers collected all through the year in the College Library are sent for recycling.

- The campus is internet enabled and hence all communication is made online minimizing the use of paper.
- Internal and external communications are made through e-mail and WhatsApp to promote paperless office.
- To minimize the impact of paper use, online tests are encouraged.
- Online platforms are used in collecting feedback and other academic activities.
- Metal waste and other recyclable wastes are sold to the authorized vendors.
- Usage of plastic cups and plates are banned in the campus as a green initiative.
- Sanitary napkins are burnt in the incinerators installed in rest rooms.

Liquid Waste Management

The Institution follows the systematic procedure for proper management and disposal of liquid waste. The wet waste from the college, hostels and canteen is used to make eco-friendly fertilizers. Institution also conducts discussions with students to make them aware about the liquid waste management techniques.

Laboratory wastes, including dangerous and hazardous liquids are disposed by certain methods. Liquid waste that is generated in the institute falls into three following categories.

1. Septic tank effluents from various sanitary blocks, water used for washing and cleaning of utensils etc. from canteen
2. Waste water from laboratories using chemicals
3. Waste water from RO plant

As the college is located in rural un-sewered area, waste water generated from the sanitary facilities is disposed of into septic tanks located at different places in the campus and their effluents combined with canteen waste water is used for gardening, watering trees etc. The excess wastewater will be directed into natural drain passing near by the college campus.

E-Waste Management

Separate bins are provided across the campus to collect the E-waste from all the departments. The collected material will be sent for recycling through an authorized vendor suggested by CCE Hyderabad, Telangana.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

MVS Govt. Arts and Science College embraces inclusiveness and diversity, as inclusion and social belonging enables students to perform to their highest capacity. Constant and collective efforts are taken to build a dynamic campus that suits diverse students.

The college recognizes gender equality as a key driver for sustainable growth of both the genders. The Gender Equality Policy focuses on equal access, opportunities and rights for women and men. Policy for the Differently Able ensures that every single member of the college is aware of the care to be shown to the differently able people. By providing barrier-free environment, needed facilities and human and technological assistance, the college takes continuous efforts to make the differently able feel included in every part of the activity of the college.

The college provides a congenial atmosphere for the students from different areas making them feel at home. Students exhibit cultural values, through events, to create an understanding of different cultures during renowned regional or cultural festivals. Regional festivals, religious festivals and common celebrations give an opportunity for the students to come together without any bias or disparity.

The curriculum also permits the students to choose languages like Telugu, Hindi and Urdu under Part I during the first year. The college has revised the curriculum with inclusion of topics related to human rights, promotion of social values, awareness on environmental protection and ethics.

Value Education based topics introduced in languages, offered during the first year inculcates a set of values related to societal, religious and cultural ethics.

Extra-curricular activities conducted by the college create or develop attitudes that help the students to achieve sustainable lifestyle. Programmes on tolerance and harmony are organized to make the students to do away with negative attitude and create a sense of belongingness.

Various clubs, actively functioning in the campus, provide an incredible opportunity to students to work with diversified groups and promote integration with multicultural people.

The departments and the clubs regularly conduct awareness and orientation programmes to manifest socio-communal harmony and tolerance among students.

The teachers sow the seed of tolerance since the diverse students' voice strengthens the institution's role in serving the society.

An environment is created in the classrooms in which students learn to appreciate the diversity and get sensitized on tolerance and pluralism. The college, well known for its innovative practices and knowledge-creation is also recognized for developing socially responsible citizens who work towards inclusiveness.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Sensitizing students about values, rights, duties and responsibilities of citizens empowers them with knowledge they can use far beyond the classrooms. It also creates a healthy campus culture. The inclusion of 'Value Education' based topics in languages in the curriculum is an important parameter that moulds the students as responsible citizens. The syllabus of Value Education discusses personal, family and social values including values of justice, liberty, equality and fraternity, reflected in the constitution.

'Activity Based Learning' method is adopted and through group discussions, role play by NSS volunteers (in special camps) on solving family problems and social problems like untouchability, unemployment, poverty, students realize the importance of their contribution towards alleviating the social evils.

Teachers at MVS Govt. Arts & Science College are surrogate parents, motivators and mentors for the students.

In the materialistic and technology driven society, inculcating values becomes a challenging job. Faculty Development and Induction Programmes are attended to analyse the challenges students face and find possible solutions to guide them to become compassionate and responsible citizens.

The college encourages Social Work programmes focusing on developing conscientious students who work for the benefit of the society by helping people overcome challenges like poverty, addiction, unemployment, disability, abuse and mental illness.

The courses encourage them to raise their voice against social injustice and to fight for the rights of every individual in the society. Wherever possible, in all other programmes, course contents related to values and rights are included.

All curricular, co-curricular and extracurricular activities are framed on the basis of Vision stated.

Department of Languages, Commerce and Arts conduct regular sessions to cultivate values through debates, essay writing, elocution and book reviews.

Commemorations and National & International Days' celebrations in the campus create awareness on the areas concerned.

Along with teaching values, awareness is created to use technology effectively for development. Sessions and workshops are conducted to teach the students to use social media for the right purpose. Right to Privacy is insisted through these sessions.

Awareness of social norms, expectations of behaviour in society, sensitivity towards concepts such as equality, respect for others, acceptance of socio-economic differences and the importance of following the law are elucidated to the students at all levels.

Moral values like empathy, equality, peace, harmony, truthfulness is instilled in students which help to build their personality and shape their character.

File Description	Document
<ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to responsible citizens 	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Commemoration of national or international days and events create a great impact among the students, uniting diverse student community under the umbrella of nationalism. Celebration of festivals like Dussehra, Diwali, Pongal, Christmas and Ramzan help the students to understand and appreciate the traditional and cultural values and accommodate themselves to the inclusive environment.

Independence Day and Republic Day are celebrated with great zeal. NCC cadets present a parade and students exhibit their patriotic fervour through programmes like elocution, singing. The departments conduct competitions to commemorate the sacrifice made by the freedom fighters.

On 30th January the college observes Martyr's Day to pay homage to Mahatma Gandhi and the soldiers who sacrificed their life for the nation. On the day a two-minute silence is observed and the ideals and principles of Mahatma are recollected.

On 29th July, to pay tribute to Dr. APJ Abdul Kalam, students involved in activities promoting national integration.

The college celebrates National Mathematics Day on 22nd December to remember the birth anniversary of

the legendary mathematician, Srinivasa Ramanujan. Competitions are conducted and guest lectures are organized to bring awareness on the application of mathematics in life.

On 28th February, National Science Day is celebrated to encourage the people as well as to popularize science and technology by Departments of Sciences.

Teachers' Day is celebrated on 5th September every year to mark the birth anniversary of Dr. Sarvepalli Radhakrishnan and to acknowledge the efforts of the teachers in empowering student community. On the day, in a grand ceremony, faculty members and non-teaching staff members are honoured with awards and certificates for their commendable work.

International Women's Day is celebrated on 8th March. It provides an exclusive platform for the girls to showcase their talents. Women faculty in their speeches talk about Inspiring women achieversto motivate the young women.

Department of Commerce celebrates World Consumer Rights Day on 15th March by conducting seminars and awareness programmes.

National Youth Day is celebrated on 12th January by recalling the philosophies of Swami Vivekananda. In connection with 125th Anniversary of Swami Vivekananda's Chicago Address, in the year 2018, competitions were conducted on his preaching.

Kaloji Rao birth anniversary is celebrated every year on 08 of September. Department of Telugu conduct oratorical and essay writing competitions.

Savitri bai Phulebirth anniversary on 03 of January is celebrated by conducting various events and competitions. World Elders Day, National Voters Day, Anti-Corruption Day, Ozone Day, World Hepatitis Day, Youth Day, Suicide Prevention Day, Yoga Day, NSS Day, World Environment Day, World Cancer Day, National Cancer Awareness Day, Anti-Tobacco Day, Anti- Child Labour day are celebrated by NSS to make the younger generation to be aware of their commitment towards 'society for all'

File Description	Document
Geotagged photographs of some of the events	View Document

7.2 Best Practices

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

Response:

BEST PRACTICE-1

DECENTRALISATION IN ADMINISTRATION

OBJECTIVES:

To tap the creative potential of all staff members.

To make everyone a part of decision making process

Division of labour to share work among the teachers use.

NEEDS IDENTIFIED:

To make use of varied talents of faculty and students

Need to enhance the ability and efficacy of functioning

PRACTICE:

Various committees have been formed with faculty at the beginning of the academic year to distribute academic and administrative work according to their ability. These committees work under the chairmanship of the Principal to suggest measures and improve the performance of various committees of the college such as Ecoclub, SC,ST,BC and minority welfare committee, Women welfare & women empowerment cell, Sports Committee, Anti Ragging Committee, NSS, NCC, Discipline Committee, Literary and Cultural Committee, Hostel Committee, TSKC, Career guidance cell, Haritha haram committee, SwachhBharat committee etc. They study practical measures of successful institutions and affect the same in the college.

In an academic year there are around 60 committees were formed. Every Committee is an independent body been governed by its Convener and Members. Principal is the Chairman of the committees. Every Committee has their own objectives and set of goals. These committees empowered by efficient man power and to achieve their respective goals.

In the past years these Committees come up with stupendous out comes and the synergy is the key for its success.

Every month in the first week, the Chairman used to conduct a review meeting for the evaluation of the Committees progress, giving needful suggestions and guiding from the front.

EVIDENCE OF SUCCESS:

The division of labour lessen the burden on the Head of the institution and it clearly been reflected in the smooth functioning of the Institution.

The smooth functioning of the institution is only because of effective cooperation and coordination among the different committees been formed.

BEST PRACTICE-2

“MENTOR- MENTEE” Scheme

Objectives :

A Mentor is an experienced Teacher who Counsel, Guide, Motivate and Support the students (Mentee) towards his\her development. A mentor can help a Mentee to improve his or her abilities and skills through observation, assessment and by providing guidance.

Continuous monitoring of academic performance of students including their attendance and performance in internal exams as well as providing a support system to guide and motivate the students. The mentor not only guided the mentee throughout his three years academics but also his progression into higher education and career.

To identify and solve personal and health related problems of the students through Counseling.

It is a student centric practice to bring out the best from each and every student.

The Context:

“Mentor-Mentee” scheme was introduced with a view to improve the educational and personal growth of students.

Each mentor teacher establishes a strong and caring bond with his/her mentee students.

Every student has his own strengths and weaknesses. Mentor is a guardian to his students and understands his students personally.

- In each class, weak students are identified by the mentor and reported to other faculty members teaching to that class and subsequently for such students Remedial coaching offered and also more efforts taken to uplift. At the same time fast learners encouraged to take Competitive coaching and coaching for PG entrance exams.
- Parents are regularly updated about the performance of their ward by his/her mentor and invite them to interact respective teachers of their ward thereby made them to involve in this process.
- Through counseling Mentor recognizes and addresses the problems encountered by the students like poor academic performance, problems related to infrastructural facilities, and personal problems and also motivate and guide the students.
- Effective communication with the students helps their respective mentors to understand their strengths and weaknesses. Hence, they can mentor them in the right direction. In some cases, counselling for time management, stress management etc. is also provided to the students by their Mentor.

The Practice- “Mentor Mentee” Scheme :

The institute has a “Mentor Mentee” Program for all the students i.e First, Second and Final Year. Under this initiative, one faculty is appointed for every 30-40 students as their Mentor. The role of the appointed faculty is to continuously monitor the academic performance such as daily attendance of the these

30-40 students in teaching learning process including reporting the absentees of the students to their parents and monitoring their performance in internal examinations and conducting meetings with them to discuss and address academic as well personal problems of the these 30-40 students. The details of the above work are maintained in a booklet by the respective Mentor.

Problems Encountered and Resources:

Required efforts like sensitizing the teachers about Importance and Benefits of the scheme on Students as well as on Institution and to inculcate sense of guardianship in the faculty members for increased effectiveness of the “Mentor Mentee “Scheme. On flip side educating the students to realize the importance of sharing their problems/issues with their respective mentors.

The mentee must and should be under the same mentor for the 3 years otherwise the mentee can't be judged properly.

To mould the student's mentality towards improvement in their personality without hampering academics was a difficult task.

Evidence of Success:

- This scheme has led to improve in attendance of students and ultimately their performance in academics.
- This scheme helped to train the students for various state and central competitive exams and PG entrance coaching at free of cost, which benefited number of students to secure Jobs and admission in Prestigious institutions.
- Many of the problems faced by the students have come up in the meetings with respective mentors and they have been addressed by the faculty members and management.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Innovative Practices in Curriculum: MVS Government Arts and Science College is a prestigious institution in the region which is only one institution in Palamuru University which became autonomous in the year 2015-16. Since then, the autonomous status is well utilized in an exploratory way to introduce innovations in curriculum. The college designs the curriculum to educate the youth to meet the global

challenges. It enables them to excel in the field of their choice through standard curriculum and enriched training. Developing the skill sets and personality are the primary areas focused to help the students to explore, experiment and excel in the field globally. The lacuna between the curriculum and developing one's personality and communication skills is difficult to be filled in by the educational institutions. The college has overcome this difficulty by its innovative approach towards curriculum. All the students are trained by TASK Centre and Placement to identify their self, strength, weakness, opportunity and challenge, and set goals and move towards the goal with strategic planning. The present generation learners are keen on having a clear idea about the outcomes of their learning experience. Outcome Based Education (OBE) system clearly states what is to be gained at the end of the study period. The successful implementation of OBE has resulted in clarity in the learners' expectation and understanding, flexibility in instructional methodologies and participatory learning.

The college follows Choice Based Credit System in which students have freedom to select the courses and the teacher of their choice. Educational ICT tools like Power Point Presentations and Quizzes are used in the classroom to conduct subject based activities to encourage students' participatory learning. These kinds of tools assist the teacher to convert the classroom into student-centric, hold the attention and interest of the students throughout the period, and to evaluate students' comprehensive level immediately. The students are connected to their teachers even after the working hours in the virtual classroom. Google Classroom is efficiently utilized to share learning resources, conduct activities, submit assignments and audio or video seminars. The college focuses on honing the technical skills along with the transfer of subject knowledge. Job Oriented Certificate courses are offered to the students during the period of study, in the specialized areas. The right way of acquiring language proficiency is through honing the four skills, listening, speaking, reading and writing. The autonomous status of the college gives freedom in introducing new courses in line with recent trends and modifying the existing syllabi to suit the industry needs. The curriculum provides space for students to follow their passion like singing, dancing, drawing and photography. Oral examinations, different pass percentage, online examinations are the innovative practices of the evaluation system. Academic Record Books of the college are also innovatively designed. Along with usual features, it carries space for a list of learning resources and topic beyond syllabus, teaching methodologies and aids to be adopted, and seminar and activities scheduled for the particular course. The Management Information System, in addition to data maintenance, provides facility to share learning resources, conduct online tests and analyse academic performance of the students. Students' Feedback, internal and external Academic Audits and Pedagogical Audits are the parameters adopted by the college to evaluate the implementation of the innovative practices in the curriculum. These parameters assess the extent to which the students have been benefitted through the innovative practices.

The vision and mission of MVS College is to provide quality, affordable, holistic and inclusive education. The college aspires to continue as a reputed institution of higher learning in the state. It aspires to train the young minds to think, be creative and contribute in development of community through extension activities. MVS College has signed a sizable number of MoUs with various institutions, colleges and industries across. It would be appropriate to say that apart from historical legacy of the college, its sports endeavours are one of the distinctive uniqueness of the college. MVS college has a unique geographical advantage of being accessible to both rural and urban students. Some of the distinctive features of the College are listed below:

Academic Autonomy at UG level

Infrastructure

Mentoring

Remedial Teaching for slow learners

Evaluation of teaching by students

Career Guidance and Placement Centre

English Language Teaching Centre

Equal Opportunities Cell

NCC

Games and Sports

Extracurricular Activities and Extension Works

Women's Empowerment Cell

Cultural Activity Cell

Inter Faculty Forum

Research Cell

Eco Club

NSS

Gender Sensitization

Health Club

Anti-Ragging & Legal cell

Interaction with Parents

Alumni Association

Academic Awards

Library and Study Centre

Cell for Differently Abled

E Waste Management Cell

E Office

Student Scholarships

In this way MVS Government Arts and Science College is unique and distinctive to its priority and thrust in all-round development of students to face arising Global Challenges.

File Description	Document
Appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

The College is adopting the decentralization of administration by constituting various committees with students and faculty members. The Mentor-mentee system is implementing for an effective teaching-learning process. It is only the College with autonomous status confirmed by UGC in Mahabubnagar district. The College is providing training in life skills among the students by organizing workshops and seminars. District-level authorities and ministers are frequently involved in promoting educational standards suitable to local needs and supporting backward students to uplift them morally through counseling programs. Those students fascinated by games and sports are encouraged by local chieftains with meager financial assistance for participating district level and at the state level. As a result, some students have achieved prizes for their best performance. Through the college library's magazines and Online job portals like *Naukri*, *Monster India*, *Shine*, *Times Jobs*, *Glassdoor* etc..., students are informed of the job vacancies and interviews.

Concluding Remarks :

Conclusions

MVS Government Arts and Science College is a public-funded institution Providing quality education to the student community of economically backward students under the administration of the Commissionerate of Collegiate Education. The College develops its curriculum on the basis of the local and global needs identified. This institution is facilitating the achievement of POs and COs by implementing student-centric teaching-learning methods. The institution ensures the code of ethics in research by constituting the Research ethics committee, Research advisory committee. The extensive activities organized by the College facilitating the students to serve society as responsible citizens. The institution has been providing all the necessary equipment and other computer systems for making teaching-learning an invaluable experience in correlation with ICT. All eligible students are benefited from Government-sponsored scholarships.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 126 Answer after DVV Verification: 126</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 43</p>																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>223</td> <td>234</td> <td>264</td> <td>228</td> <td>125</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>223</td> <td>234</td> <td>264</td> <td>228</td> <td>125</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	223	234	264	228	125	2019-20	2018-19	2017-18	2016-17	2015-16	223	234	264	228	125
2019-20	2018-19	2017-18	2016-17	2015-16																	
223	234	264	228	125																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
223	234	264	228	125																	
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 768 Answer after DVV Verification: 768</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 1097 Answer after DVV Verification: 1074</p> <p>Remark : Input edited as per the clarification document.</p>																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 23 Answer after DVV Verification: 23</p>																				

1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 349 1046 483"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>4</td> <td>6</td> <td>8</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 562 1046 696"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>4</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Remark : Input edited as per the brochure provided by HEI in clarification.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	8	4	6	8	5	2019-20	2018-19	2017-18	2016-17	2015-16	4	2	4	3	3
2019-20	2018-19	2017-18	2016-17	2015-16																	
8	4	6	8	5																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
4	2	4	3	3																	
1.3.4	<p>Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</p> <p>1.3.4.1. Number of students undertaking field projects / internships / student projects Answer before DVV Verification : 952 Answer after DVV Verification: 937</p>																				
1.4.1	<p>Structured feedback for design and review of syllabus – semester-wise / year-wise is received from</p> <p>1) Students, 2) Teachers, 3) Employers,</p> <p>4) Alumni</p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p>																				
1.4.2	<p>The feedback system of the Institution comprises of the following :</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and report made available on website Answer After DVV Verification: A. Feedback collected, analysed and action taken and report made available on website</p>																				
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1854 1046 1989"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1565</td> <td>1923</td> <td>1318</td> <td>1198</td> <td>1469</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1565	1923	1318	1198	1469										
2019-20	2018-19	2017-18	2016-17	2015-16																	
1565	1923	1318	1198	1469																	

2019-20	2018-19	2017-18	2016-17	2015-16
1506	1927	1333	1198	1479

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1750	2410	1710	1530	1530

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1750	2410	1710	1530	01530

Remark : Sanction intake shown for session(19-20) in authenticated document does not matched with the data template because HEI has not considered 1 program hence w.r.t. previous document and document uploaded in SSR is considered and the input is accepted.

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1041	1434	1017	910	910

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
803	1028	707	636	783

Remark : Input edited as per the clarification document Page no. 18(only reserved category students are considered)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3.1. Number of mentors

Answer before DVV Verification : 111

Answer after DVV Verification: 79

Remark : Input edited w.r.t. metric 3.2

2.4.2	<p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with <i>Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.</i> year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 392 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>11</td> <td>18</td> <td>17</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 604 1046 736"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>10</td> <td>18</td> <td>18</td> <td>13</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	13	11	18	17	12	2019-20	2018-19	2017-18	2016-17	2015-16	13	10	18	18	13
2019-20	2018-19	2017-18	2016-17	2015-16																	
13	11	18	17	12																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
13	10	18	18	13																	
2.6.3	<p>Pass Percentage of students(Data for the latest completed academic year)</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 606</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution. Answer before DVV Verification : 686 Answer after DVV Verification: 686</p>																				
3.1.3	<p>Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years</p> <p>3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1377 1046 1509"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1590 1046 1722"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Remark : fellowship for advanced studies/research is considered & edited accordingly.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	1	2	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	2
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	1	2																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	2																	
3.2.1	<p>Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)</p> <p>3.2.1.1. Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs) Answer before DVV Verification:</p>																				

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	2.7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	01.05

Remark : 1) In clarification document E-copies are provided for the year 2014-2015. The total grant received = 2.7 2) For the session (2014-2015) = 1.65 3) For the session (2015-2016) = 0.75(II installment)+ 0.3(II installment) = 1.05

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

3.2.4.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	2

3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
23	32	27	24	20

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
23	23	22	20	20

Remark : Input edited w.r.t. the supporting document.

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	3	4	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	3	2	0

Remark : Input edited as per the clarification document.

3.4.1 **The Institution ensures implementation of its stated Code of Ethics for research through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: B. 3 of the above

3.4.3 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	6	18	8	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	5	0	0

Remark : Input edited as per clarification document. Only UGC journals are considered.

3.4.4 **Number of books and chapters in edited volumes / books published per teacher during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	13	10	0	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	7	6	5	1

Remark : Input edited as per the clarification document.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	6	4	6	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	2	4

Remark : 1) Input edited as per the clarification document. 2) Only awards and recognition received for extension activities from government is considered under this metric.

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13	14	15	10	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	6	9	10	6

Remark : Input edited as per the clarification document provided by HEI

3.6.4	<p>Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years</p> <p>3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2994</td> <td>1857</td> <td>2378</td> <td>2361</td> <td>2228</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2044</td> <td>1648</td> <td>2237</td> <td>2216</td> <td>1023</td> </tr> </tbody> </table> <p>Remark : Input edited as per the clarification document.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	2994	1857	2378	2361	2228	2019-20	2018-19	2017-18	2016-17	2015-16	2044	1648	2237	2216	1023
2019-20	2018-19	2017-18	2016-17	2015-16																	
2994	1857	2378	2361	2228																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
2044	1648	2237	2216	1023																	
3.7.1	<p>Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work</p> <p>3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1095 1046 1229"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1308 1046 1442"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>3</td> <td>3</td> <td>2</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	0	1	1	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	6	3	3	2	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	1	1	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	3	3	2	0																	
3.7.2	<p>Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>3.7.2.1. Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1760 1046 1895"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>12</td> <td>6</td> <td>6</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1973 1046 2085"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	24	12	6	6	3	2019-20	2018-19	2017-18	2016-17	2015-16					
2019-20	2018-19	2017-18	2016-17	2015-16																	
24	12	6	6	3																	
2019-20	2018-19	2017-18	2016-17	2015-16																	

7	4	0	0	1
---	---	---	---	---

Remark : Input edited as per the MoUs with the institutions and industries provided by HEI.

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
23	0.82	11.24	11.76	20.25

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	211.43	11.99	1.26

4.2.2 Institution has access to the following:

- 1. e-journals**
- 2. e-ShodhSindhu**
- 3. Shodhganga Membership**
- 4. e-books**
- 5. Databases**
- 6. Remote access to e-resources**

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

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

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.878	1.32	2.72	3.322	0.71

Answer After DVV Verification :

--	--	--	--	--

2019-20	2018-19	2017-18	2016-17	2015-16
0.819	1.32	2.72	3.322	0.71

4.3.4 **Institution has the following Facilities for e-content development**

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : Option 2 & 3 are considered as per the audited statement and edited accordingly.

4.4.1 **Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
23	0.82	216.74	23.75	21.51

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
24.98	2.11	13.26	13.54	22.87

Remark : Input edited as per the audited statement provided by HEI.

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

5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1198	3099	2350	2700	2617

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2141	2189	1944	1789	1737

Remark : Input edited as per the clarification document provided by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
70	75	72	45	14

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : DVV partner has asked for the appointment orders but HEI has not submitted hence the input is edited.

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

5.2.2.1. Number of outgoing student progressing to higher education.

Answer before DVV Verification : 98

Answer after DVV Verification: 95

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	05	64	12	02

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	4	0	02

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State

government examinations) year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
63	52	90	43	50

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
63	52	60	12	50

Remark : Observation accepted, edited accordingly.

5.3.1 **Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	8	3	11	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	7	3	7	2

5.3.3 **Average number of sports and cultural events / competitions organised by the institution per year**

5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	12	09	10	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	6	6	5	5

Remark : Input edited since events cannot be split into activities

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	01	01	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	01	0	01	0

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
56	05	09	06	02

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
24	04	12	06	01

Remark : Input edited as per the Certificates submitted by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0.5	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : In clarification HEI has not submitted any proof hence the input is edited.

7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Answer before DVV Verification : A. Any 4 or all of the above
 Answer After DVV Verification: B. 3 of the above
 Remark : Observation accepted, edited accordingly.

7.1.10 **The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : B. 3 of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : Option 1 & 2 has been considered w.r.t. the clarification document.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>32</td> <td>27</td> <td>24</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>32</td> <td>27</td> <td>24</td> <td>19</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	23	32	27	24	20	2019-20	2018-19	2017-18	2016-17	2015-16	24	32	27	24	19
2019-20	2018-19	2017-18	2016-17	2015-16																	
23	32	27	24	20																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
24	32	27	24	19																	
1.2	<p>Number of departments offering academic programmes</p> <p>Answer before DVV Verification : 23 Answer after DVV Verification : 19</p>																				
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3198</td> <td>3069</td> <td>2376</td> <td>2361</td> <td>2394</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3196</td> <td>3069</td> <td>2376</td> <td>2361</td> <td>02394</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	3198	3069	2376	2361	2394	2019-20	2018-19	2017-18	2016-17	2015-16	3196	3069	2376	2361	02394
2019-20	2018-19	2017-18	2016-17	2015-16																	
3198	3069	2376	2361	2394																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
3196	3069	2376	2361	02394																	
2.2	<p>Number of outgoing / final year students year-wise during last five years</p>																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
606	643	641	679	680

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
689	492	524	402	326

2.3 Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
686	643	641	679	680

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1970	1964	2001	2040	2040

2.4 Number of revaluation applications year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
98	143	92	168	9

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
97	143	92	168	9

3.1 Number of courses in all programs year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
223	234	264	228	125

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
216	228	264	220	125

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
109	104	100	102	98

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
79	86	80	80	80

3.3 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
114	108	102	102	102

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
92	86	80	80	80

4.1 **Number of eligible applications received for admissions to all the programs year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1323	1711	1091	984	1263

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1506	1927	1228	1198	1479

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1041	1434	1017	910	910

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
928	1278	906	810	810

4.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 196

Answer after DVV Verification : 104

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
27.574	2.59	243.48	33.13	25.84

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
27.574	3.16	252.137	54.33	24.863