



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

OMEGA PG COLLEGE-MBA

**SURVEY NO 7, EDULABAD(V), GHATKESAR (M) MEDCHAL DIST-501301
501301**

<https://omegapgcollegemba.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Choosing postgraduate study can be a key career choice. Many of you will be in professional positions with demands on your time including perhaps, family and other outside interests, but are also ambitious to progress in your employment. Some others may be keen on continuing your studies after having completed an undergraduate degree; recently or perhaps you have an interest in a particular area and keen to carry out some research.

Whatever your aims, are choosing the OMEGA PG COLLEGE means you are enhancing your prospects with a flexible programme underpinned by outstanding support, dedicated teaching staff and a recognized strength in applied programme.

In addition, our multicultural student community and outstanding facilities will enhance your overall learning experience at OMEGA. We look forward to welcoming you into the OMEGA College.

At OMEGA we encourage you to Dream, Plan and Achieve. It's a college where knowledge is valued and shared, where educational skills developed are and where achievement is recognized, rewarded and celebrated.

Vision

The vision is "Synergizing professional inputs, cutting edge technologies, learning ambience, and social relevance to achieve high standards of excellence in management / computer education and research."

Mission

- To produce outstanding management professionals who possess the skills necessary to succeed in the highly competitive global market and to remove all obstacles to wealth maximisation in a way that promotes human wellbeing.
- To develop highly skilled software professionals that see lifelong learning as their purpose and are conversant with leading edge and developing technologies.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institution's success is led by visionary leadership and management, fostering a participative and decentralized environment.

A well-constituted Governing Council, comprising experts from academia and industry, guides institutional decisions. Academic freedom is granted to faculty and department heads, facilitating innovation and adaptation to evolving educational needs. The Comprehensive Teaching-Learning Process caters to diverse student requirements. Highly qualified and experienced faculty, with strong academic and research backgrounds, contribute to the institution's academic progress. The high faculty retention rate reflects a cohesive and collaborative work environment.

A significant percentage of students find placements, affirming the institution's commitment to student progression and bridging academia and industry. Support systems, such as cells and committees, further enhance the academic ecosystem.

The faculty, characterized by strong teamwork, facilitates add-on courses, training programs, and certification courses beyond the syllabus. A responsive feedback mechanism ensures continual improvement. Strategic MOUs with industries and government organizations enhance practical exposure.

Experiential learning, including internships and active student participation in surveys and extension activities, enriches the educational experience. A transparent evaluation system upholds trust and fairness. The institution maintains a ragging-free campus since its inception, prioritizing a safe and inclusive environment. Conveniently located with easy access to public transportation, it fosters seamless connectivity. The robust Alumni Association ensures regular interaction, fostering a sense of community. Regular meetings with the Governing Council, Management, and stakeholders promote collaborative decision-making.

Effective use of ICT for instruction and membership with professional bodies further distinguishes the institution. This comprehensive framework reflects the institution's dedication to holistic education, continuous improvement, and strong connections with industry and society.

Institutional Weakness

The institution envisions a robust framework for faculty engagement in Consultancy and Research Projects, fostering a culture of innovation and knowledge dissemination.

Industry collaboration for incubation is a strategic pursuit, aligning academia with practical application and entrepreneurial endeavors.

While the institution draws a significant student population from local areas, there is an identified need to enhance student diversity.

Institutional Opportunity

The institution seeks to expand its footprint in the consultancy and research domain by encouraging faculty to undertake projects that contribute to both academia and industry.

Financial Support Through External Agencies

Through Exchange Programs: The institution envisions broadening its global outlook through student and faculty exchange programs with national and international institutions. These initiatives aim to expose students

and faculty to diverse academic environments, fostering cross-cultural understanding and collaborative research.

Institutional Challenge

The institution encounters challenges in the admission of foreign students due to intricate procedures. Uncertain employment prospects in core companies is leading to student migration to allied areas resulting in lesser compensation packages. Due to the emergence of many private and deemed universities in the country, students are migrating to neighboring states and universities resulting in a brain drain. The unit cost of education and the fee structures decided by the Admission and Fee Regulatory Authorities are posing a financial crunch resulting in limited deployment of funds for development.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College has adapted a well structured academic plan for curriculum delivery with the Coordination of **College Curriculum Committee**, duly constituted by a right proportion of academicians and management. Various committees such as Departmental Academic Review Committee and IQAC playing pivotal role in achieving the academic goals set by the college. For effective curriculum delivery, Institutional Calendar of Events is prepared for effective delivery of curriculum as per the schedule. Teachers prepare Teaching plan and execute with advanced ICT tools. To empower the students, Induction programs, bridge courses, Management Fests, Co-curriculum activities are regularly organized. The college with able support from management addresses the Crosscutting issues organizes regular Orientation and Induction programs, ensure smooth and effective implementation of institutional calendar of events. Continuous Internal Evaluation (CIE) is one of the unique approaches of the college. College provides special care for both Advanced Learners and Slow Learners to excel in their academics. Equal opportunities are provided with due attention on Gender Sensitization and Gender Equity. Several advanced programs such as seminars, workshops and seminars on IPRs, Stem Cell Technology, Environmental Studies, Environmental Pollution Conservation and Biodiversity etc are included in the subjects to provide opportunity to the students on these important Cross Cutting Issues.

Teaching-learning and Evaluation

The institution's commitment to excellence in teaching, impactful research, and dedicated service to society is guided by the meticulous definitions of program outcomes (POs), program-specific outcomes (PSOs) and course outcomes (COs).

These serve as a compass, directing the institution towards the realization of its overarching goals.

At the heart of the educational framework lies a robust Teaching-Learning Process (TLP) that embraces a diverse range of methodologies. Conventional Teaching Methods, including lectures, tutorials, and remedial classes, form the foundation. Interactive Teaching-Learning engages students through case studies, seminars, debates, quizzes, group discussions, and role plays.

Experiential Learning marked by internships, projects, business surveys, and industrial visits, imparts practical insights. Supplementary Teaching Methods, featuring interactions with industry experts, guest lectures, mentoring, and counseling, enrich the educational experience.

The institution distinguishes itself by providing a comprehensive academic manual, encapsulated in a student handbook, serving as an indispensable guide.

Recognizing the unique learning abilities of each student the institution conducts diagnostic tests to categorize them as Advanced Learners or Slow Learners. Advanced learners receive additional encouragement, nurturing their pursuit of excellence. The slow learners are provided with mentoring and guidance and the Slow Learners are encouraged to become advanced learners. A vigilant approach to discipline and attendance, coupled with regular interactions with parents, ensures a conducive learning environment.

Active participation in diverse competitions across various levels encourages students to showcase their talents and enhances their overall development. The evaluation system is thoughtfully designed to assess cognitive, analytical, and evaluative skills, aligning with Bloom's Taxonomy to maintain transparency and fairness. The Examination Cell efficiently manages all facets related to examinations, evaluation..

This holistic approach to education ensures effective teaching and learning and places a strong emphasis on individualized attention, talent cultivation, and a robust evaluation system. The institution encourages innovation and diversity in teaching-learning methods and with utmost priority for student progression and support.

Research, Innovations and Extension

In order to cultivate the disciplines of research, management, and innovative science, the Omega P.G. College-MBA (OMEGA) has a strong belief in the process of academic research as a way of achieving this goal. FDPs, Workshops on Intellectual Property Rights, and Research Methods are some of the activities that are regularly planned to take place at the institution.

One of the conclusions that the Institute has arrived at is that it need to broaden the scope of its research and advisory services to include a greater number of businesses. The OMEGA faculty has been actively engaged in a variety of research initiatives during the course of their careers. Furthermore, the Institute has established a large number of operational memorandums of understanding with significant academic and corporate institutions.

Innovating business processes is the guiding philosophy that OMEGA adheres to as its guiding principle. Bringing forward-thinking firms and academics to the campus in an attempt to develop innovative practises is the purpose of the yearly conference, which is a gathering that focuses on promoting innovation.

Access to a dynamic research centre that is manned by guides and students working towards their doctorates provides students and teachers with the option to develop on their research interests. This opportunity is available to both types of individuals.

Through the extension initiatives that we provide, we contribute to the betterment of the lives of those who reside in rural regions as well as within our own community. Blood donation programmes, career counselling, health awareness campaigns, and increasing awareness of the vital need to improve the ecological conditions in rural India are just a few examples of the efforts that fall under this category. Ganesh festivities that are

ecologically conscious, flood relief activities, traffic sense, and environmental awareness are some of the contributions that we have made to the drive towards a more progressive India because of our organisation. The dedication that OMEGA has shown in its expansion efforts has been appropriately acknowledged by both government and non-government organisations.

Infrastructure and Learning Resources

The college boasts a well-designed campus infrastructure tailored to enhance the learning experience. Each classroom is thoughtfully ventilated, creating an optimal environment for education and is equipped with LCD projectors to facilitate ICT-enabled teaching and learning. The central location of the administrative area ensures easy access for efficient operations.

The institution believes in Inclusivity as a priority, with the ground floor dedicated to students with disabilities, offering a barrier-free environment. For academic and co-curricular events fully equipped air-conditioned seminar hall with a seating capacity of 200 each provide a sophisticated venue. The technological infrastructure is robust, comprising computer centers with requisite hardware, software, and Wi-Fi connectivity, as well as web cameras for online tests and interviews. The college holds a campus-wide Microsoft Office and offers access to various open-source software, empowering students with comprehensive digital capabilities.

Beyond academics, the college prioritizes on student well-being. It provides indoor and outdoor sports facilities for recreation and fitness, complemented by yoga sessions organized by a certified Yoga Trainer.

The library stands as a knowledge hub with an extensive collection of books and journals, including both hard copies and online resources. Membership in the DELNET and National Digital Library and content maintenance further enrich the academic resources available. Demonstrating a commitment to sustainability, contributing to eco-friendly practices and aligning with environmental responsibility.

The Institution continuously upgrades the infrastructure and an auditorium is constructed on the campus with a large platform for hosting various cultural and other events. The campus is a non-fossil-free energy campus with zero usage of fossil fuels and promotes green practices for conserving the environment.

In essence, the college's infrastructure and facilities harmonize technological advancement, inclusivity and wellbeing, creating a conducive environment for holistic education.

Student Support and Progression

The educational philosophy of the institution is deeply rooted in fostering excellence across all dimensions, encouraging students to strive for high standards of achievement. The institution is committed to nurturing holistic personality development, emphasizing academic, social, and professional growth. Acknowledging the diversity of its student body, the institute actively supports economically disadvantaged students through initiatives such as free-ships with tuition fee waivers and concessions, ensuring accessibility to quality education for all.

The college established various cells and committees, each catering to specific aspects of student life. These include the Training and Placement Cell, Examination Cell, Grievance Redressal Cell, Anti-Ragging Committee, and more. The presence of these support systems underscores the institution's commitment to addressing diverse needs and fostering an inclusive environment.

Students are not only beneficiaries but also active participants in these cells, serving as coordinating members. This involvement promotes a sense of participation and belongingness, contributing to a vibrant and engaged student community. Notably Omega takes pride in maintaining a ragging-free environment since its inception, fostering a culture of respect and camaraderie among students.

The Training and Placement Cell plays a pivotal role in guiding students toward internships, projects, and placements. It facilitates both on-campus and off-campus placement opportunities. In the current academic year, the campus witnessed visits of companies, resulting in the recruitment of over of students even before the completion of their graduation. Furthermore, students are encouraged to explore competitive exams such as Services, GRE, TOFEL among others.

The distinctive identity of the institution is anchored in its unwavering commitment to academic excellence. Since its inception, the institution has consistently achieved a Good pass percentage , reaching an impressive in the current academic year. This remarkable academic track record reflects the dedication of the institution in providing quality education and preparing students for success in both academic and professional pursuits.

Governance, Leadership and Management

Governance, Leadership and Management : The Institution has an effective governance structure that is in keeping with the Institution's vision and goal by utilizing decentralization and participatory management including the Principal, Heads of the Departments, Program Coordinators, and Faculty. Each functionary has distinct functions and responsibilities. To fulfill the aims, the Institution has developed a strategy plan based on key performance metrics. The Institution has a resource mobilisation strategy. The institution's financial transactions are audited on a regular basis. Until the most recent audit, there had been no substantial audit complaints. The Internal Quality Assurance Cell (IQAC) is in charge of maintaining high standards of quality in teaching, learning, assessment, and other academic activities. IQAC also organizes seminars, conferences, and workshops to stimulate and instill a research culture in students and faculty members. Faculty members are encouraged to attend FDPs, workshops, seminars, and conferences, as well as join professional organizations, by providing financial assistance. Certain welfare measures are in place for the institution's teaching and non-teaching workers.

Institutional Values and Best Practices

The OMEGA P.G.College - MBA takes part in a wide range of festivities on a yearly basis, including those that are local, regional, and worldwide. The adoption of energy-saving technologies and alternative energy sources, such as LED lighting, Sensor base LED lighting, and Solar LED lighting, has also been promoted via the implementation of measures and the provision of resources under this initiative. Within the facility that manages garbage, there are a number of dissimilar kinds of waste dust containers. The institution has a facility on the premises that is dedicated to the decomposition of garbage. As an approach to water conservation, the institution has developed a system that collects rainwater. Planting trees, displaying energy-saving signs across the campus, and installing Save Paper messaging adjacent to each printer are just some of the efforts that the

school has done to cultivate a more environmentally friendly campus. In order to create a barrier-free environment for those with impairments, the institution erected a lift as well as a special restroom.

Each and every student at OMEGA is welcome, regardless of their caste, creed, gender, religion, or ethnicity. In OU curriculum, students are encouraged to study about topics such as "Introduction to the Constitution" and "Human Rights." A broad variety of events and activities are also organised by the institution in order to educate students on the many obligations and responsibilities that they are expected to assume.

In order to differentiate itself from its rivals, OMEGA has implemented a number of programmes, including the Career Progression Programme, the OMEGA Family Development Programme, the Mentorship Programme, a symposium on the promotion of innovation, a student initiative, the Farmers Education Programme, and the Importance of Hygiene for Women's Health.

An on-the-job simulation environment that was built by OMEGA is the certification exam for the training. The students choose the courses that they want to take from a variety of different modules. Following the module, which is guided by an expert in the subject, there is a test, and then the students are graded on their performance. Following the completion of the assessment and grading process, the industry partner and OMEGA will jointly issue certificates to the students.

Under the aegis of the OMEGA Family Development Programme, OMEGA has taken the effort to put up a platform that would allow all of its staff members to grow their skills and expertise while also sharing it with their colleagues. In addition to taking part in the OMEGA FDP, everyone, including Peon and the Executive Director, has shown interest in the programme.

A unique personality was formed by OMEGA via the provision of a Master of Business Administration (MBA) curriculum in business, marketing, and financial management, as well as through the emphasis placed on certification programmes.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	OMEGA PG COLLEGE-MBA
Address	Survey No 7, Edulabad(V), Ghatkesar (M) Medchal Dist-501301
City	HYDERABAD
State	Telangana
Pin	501301
Website	https://omegapgcollegemba.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Chandra Sekhar Pattnaik	040-27425573	7675855573	040-2742557 3	principalomegapg @gmail.com
IQAC / CIQA coordinator	D Sushma Kiran	040-27156945	9440345399	040-2715694 5	omegapg.mba@om egacolleges.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Telangana	Osmania University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	13-12-2023	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	NIL

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	Survey No 7, Edulabad(V), Ghatkesar (M) Medchal Dist-501301	Rural	3	12140.6

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
PG	MBA,Mba,	24	Degree	English	180	180
PG	MCA,Mca,	24	Degree	English	180	141

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	10				11				24			
Recruited	10	0	0	10	9	2	0	11	11	13	0	24
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	7	7	0	14
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				14
Recruited	7	7	0	14
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	0	0	9	0	0	0	0	0	19
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	2	0	11	13	0	26
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	Male	Female	Others	Total	
	4	1	0	5	

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
PG	Male	223	0	0	0	223
	Female	265	0	0	0	265
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	17	15	16	17
	Female	10	12	11	10
	Others	0	0	0	0
ST	Male	7	6	7	6
	Female	4	5	4	5
	Others	0	0	0	0
OBC	Male	32	36	35	30
	Female	20	16	17	22
	Others	0	0	0	0
General	Male	55	60	56	50
	Female	35	30	34	39
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		180	180	180	179

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	YES
2. Academic bank of credits (ABC):	YES
3. Skill development:	YES
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	YES
5. Focus on Outcome based education (OBE):	YES
6. Distance education/online education:	YES

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	YES
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	YES
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	YES

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
489	353	343	331	328

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

2 Teachers

2.1

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

Response: 45

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	26	25	25	25

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
102.26	47.68	35.11	56.01	18.84

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Students of Omega P.G College, which is both a place to study and an opportunity to develop, have a strong conviction that education encompasses more than the simple act of teaching and learning. As a result, the college makes a concerted effort to educate, mentor, motivate, and direct young women in their never-ending pursuit of knowledge. Therefore, the fundamental objective of College is to cultivate citizens who are devoted to their communities via the implementation of committed instructional patterns that are based on curricular components that have been thoroughly planned and well-designed. It is the responsibility of the academic committee to devise a strategy for the expeditious implementation of the university's curriculum.

Allocation of subjects and personal preference. Approaches to the dissemination of material

Regular and Ongoing Evaluation Plan of action devised by the leader of the organisation

Activities that emphasise development and training. There are meetings held by the department academic committee, which is led by the different heads of departments, to discuss ways in which the teaching and learning process might be improved. IQAC is provided with the plans that have been developed for the delivery of certification courses, seminars, and guest lectures.

When developing its action plan, the college employs a strategy that emphasises collaboration. At the beginning of the semester, the head of the department will invite the members of the faculty to choose their areas of interest based on the areas in which they have specialised their knowledge. The members of the college faculty are responsible for developing their course content coverage plan, tutorial questions, and course material once the subject has been assigned, and then they provide these items to the department head for approval. Before the beginning of the semester, the individuals in charge of the department and the experts examine the course materials to make certain that they are in conformity with the curriculum. Each department at the college is required to plan out its activities for the whole semester in order to support the curriculum. This planning must be done based on the number of working days that are available. During the course of the semester, the head of the college is responsible for organising various academic activities, including training programmes, student development activities, and other academic pursuits, based on the departmental objectives and the input from the faculty. IQAC encourages students to provide frequent feedback on the difficulties they are experiencing, as well as concerns such as the ambiguity and strategic application of the topics that are presented in the curriculum, and then provides assistance to the students in addressing These problems.

In every semester, the meetings of the department advisory committee take place prior to the beginning of the semester.

Continuous assessment of laboratory work is carried out with the use of well-defined rubrics that are based on viva questions and real performance. As a means of ensuring that the quality of the internal exam question papers is maintained, m before sending them on to the Exam branch.

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

1.2 Academic Flexibility

1.2.1

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

Response: 25

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 53.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
256	176	179	186	192

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

To sustain joy and prosperity, which are the essential aspirations of all individuals, the Human Values and Professional Ethics course teaches students how crucial it is to have both "values" and "skills" in order to achieve these goals. In addition to this, it assists students in developing a comprehensive perspective on life, work, and happiness that is founded on an accurate grasp of human reality and anything and everything that exists. Having such a wide perspective naturally serves as the foundation for living a life that is founded on values.

Several seminars on professional ethics were held in order to raise knowledge about fundamental human values. The goal of these seminars was to inspire learners to develop their own personal values.

Various activities, such as Swatch Bharath initiatives in adjacent villages and blood donation camps, are carried out with the help of the National Service Scheme (NSS). The curriculums place a focus on engineering ethics, moral and social standards, and loyalty. As a component of the educational programme, instructors get training, and they also make it a priority to instil morals and ethics in the minds of their pupils. with the purpose of fostering a sense of significance on national holidays like as Independence Day, Republic Day, Gandhi Jayanthi, Teacher's Day, Voter's Day, Yoga Day, Environment Day, and other similar occasions. BEING EQUAL IN GENDER When this school was first established, its creator had the goal of providing women from economically and socially disadvantaged groups with access to high-quality education in order to empower them. Students may be motivated to come up with new ideas from a variety of sources throughout their lives, including women's empowerment cells. Personal cleanliness, gender awareness, safety and security, social and economic awareness, and entrepreneurship are some of the topics that are covered in the courses that are offered by this school. For the purpose of ensuring the well-being of pupils, professional counsellors conduct specialised counselling sessions. A grievance redressal cell has been formed for the purpose of ensuring the well-being of female students. Additionally, a number of seminars and workshops with the purpose of raising awareness have also been held.

In order to take an active part in the process of raising awareness about environmental issues, the National Service Scheme (NSS) Unit of this institution is conducting Haritha Haram activities on an annual basis, not only on the college campus but also in the villages that are located nearby.

Motor vehicles that are powered by batteries. There are programmes that are organised to clean up rivers and raise awareness about plastic. There is a rainwater collecting pit on campus, which helps to save water, and there is also a RO plant, which allows for the use of clean water.

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

1.3.2

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

Response: 38.04

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

Response: 186

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

1.4 Feedback System**1.4.1**

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
321	180	180	220	172

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
360	180	180	300	300

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 78.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
160	90	90	90	90

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	90	90	150	150

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 10.87

2.3 Teaching- Learning Process

2.3.1

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

Response:

Institute is focused on enhancing the learning experiences of its students through various student-centric methods. Along with conventional pedagogy, incorporation of hands-on experience through group activities, role-plays, film screenings, group discussions, case study methods and connecting the curriculum to everyday examples is an effective way to make learning more interactive and interesting.

Experiential learning:

The Institute also facilitates students to go on industrial visits and provides them with summer internships. Case studies and micro-research projects enable the students to reflect critically on the curriculum content and adopt a problem-solving attitude. Experiential learning emphasizes learning by doing. This approach is enhanced with the use of ICT tools.

The case study method adopted by Institute is an excellent example of experiential learning. Through this method, students are able to apply their theoretical knowledge to real-world problems and gain practical experience. The use of ICT tools such as data analysis software, project management tools and presentation software enhances the learning experience and skills. Working in teams also allows students to develop their teamwork and collaboration skills, which are important in the professional world.

Participative learning:

The Institute ensures that the teaching-learning process is augmented by presentations, discussions, debates, assignments, interactions with experts, and industrial professionals, remedial classes and tutorials, workshops and seminars.

The Institute uses ICT tools to enhance participative learning. For example students can participate in online discussions and debates, work on group projects using collaborative software and use video conferencing to connect with experts.

Problem Solving Methodologies:

Problem solving methodologies adopted by the Institute emphasizes critical thinking and problem solving skills and it can be enhanced with the use of ICT tools such as data analysis software, coding platforms and project management tools. For example students can use data analysis software to analyze complex data sets, use coding platforms to create their own programs and applications and use project management tools to plan and execute their own projects. ICT tools and applications are used to solve problems through appropriate software and programming skills like Tally.

During COVID-19, Institute selected Google Meet as the platform for online teaching, facilitating enhanced teacher-student interaction. Other virtual platforms like Google Classroom, YouTube, WhatsApp, Zoom have helped to incorporate the model of blended learning.

Institute has various societies, organizes fests, extra-curricular activities, extension and outreach initiatives and has collaborations with MOUs and other agencies that provide a forum for students to apply classroom learning in the society.

Numerous competitions based on case studies, problem solving skills like business plans are organized

by the Institute to provide students with the opportunity to learn about market dynamics, enabling them to appreciate and meet deadlines/targets as well as handle pressure.

Institute has entered into numerous MoUs with reputed organizations and conducts courses on, Soft Skills and Communication Skills.

The faculty provides online resources to students. Resources such as YouTube links, website links, and online platforms provide students with a convenient and accessible way to learn and research from home.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 81.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	26	25	40	40

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 25.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	6	6	6	6

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

Institute implements a range of measures to ensure transparency in its assessment process and has an efficient grievance redressal system, which enhances its credibility and reputation. The Institute follows the guidelines laid down by Osmania University (O.U) to Conduct and Evaluation of Examinations.

Mechanism of internal assessment:

The evaluation process shall have two components: continuous evaluation by the teacher of the course and evaluation through a semester end examination.

Internal assessment marks awarded by teachers are collated and forwarded to the examination department of the University every semester.

Besides, Institution uses ERP (Enterprise Resource Planning) software for attendance tracking, examination scheduling etc.

Mechanism of external assessment:

Outlines the procedure for conducting semester end examinations and the answer scripts of semester end examination shall be evaluated by the teachers appointed by Controller of Examinations, while the Semester end practical examinations shall be conducted by a External Examiners appointed by the Controller of Examination. The results of a semester shall be declared by the COE. Besides the semester results declared by University are thoroughly analysed by the Institute.

The **assessment criteria** is shared with students in the beginning of semester. Further detailed information about the Internal Assessment is communicated to student well in advance through the student handbook as well as by respective subject teachers. Further reminders are also given on regular intervals, to ensure that students stay on track and are aware of upcoming deadlines.

Institute ensures transparency in the assessment process by timely communicating the internal assessment scheme to the students through **Academic Calendar**. Internal assessments are **spread over a semester to ensure continuous evaluation** and comprise of a variety of modes including class presentations, projects, report writing, assignments, viva, group discussions, field work, class tests and practical tests.

The **marks** obtained by the students are shared in class and also through Google Classroom, WhatsApp groups. All the test papers and answer scripts along with the list of marks are duly maintained by faculty members for records. Students receive constructive feedbacks about their performance in the internal examinations so that they can understand their strengths and weaknesses and improve their performance in end term examination conducted by Osmania University (O.U).

Internal Grievance Redressal System:

Institute has a transparent and efficient grievance redressal mechanism for internal examination-related grievances. Every department has its examination committee to ensure fairness and transparency in the internal assessment. The Student Grievance Redressal is centrally placed to address grievances in a time-bound manner. The students are regularly updated on the status of their complaint.

External Grievance Redressal System:

The students grievance committee of Osmania University (O.U) addressing students' complaints related to examination process. If any complaint is received from students within seven days of completion of examination, regarding the discrepancies in question paper, etc., the matter is reviewed by a Students Grievance Committee, which will provide recommendations to the Vice-Chancellor for taking final decision before declaring the results of examination.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program Outcomes (POs): Program Outcomes are overarching statements that describe what students are expected to know and be able to do by the time they graduate from a particular academic program. These outcomes are often broad and are meant to capture the overall skills, knowledge, and abilities that students should have acquired during the course of their program. POs are typically aligned with the institution's mission and the specific goals of the academic program.

Course Outcomes (COs): Course Outcomes are specific statements that describe the knowledge, skills and abilities that students are expected to acquire by the end of a particular course. Unlike Program Outcomes, Course Outcomes are more granular and focus on the content and objectives of individual courses within a program.

Program Specific Outcomes (PSOs): Program Specific Outcomes (PSOs) are a set of statements that further specify the skills and knowledge that students are expected to gain from a specific academic program. While Program Outcomes (POs) are broad and apply to the overall program, Program Specific Outcomes are more focused on the specialized aspects of a particular branch or specialization within that program.

Every semester the College Academic Committee reviews the PO's, PSO's, CO's in tune with the changes in the curriculum. An orientation session shall be conducted to the faculty on the development of Program Outcomes, Program Specific Outcomes and Course Outcomes in alignment with the curriculum prescribed by the University.

The POs of Post Graduate Courses are:

- Logical thinking and Critical thinking.
- Effective interpersonal skills.
- Management skills.
- Technological orientation.
- Ethics and Social Responsibility.
- Zeal for lifelong learning.
- Speaking and writing skills.
- Time management.
- Understand the Cultural diversity in Organizations.
- Career Development.

The program specific outcomes of MBA are:

- Functional knowledge in the areas of management.
- Managerial competencies.
- Leadership skills and Decision making abilities.

- Problem solving and Critical Thinking skills.
- Entrepreneurial explorations.
- Learn to work in teams.
- Being abreast with current affairs.

The program specific outcomes of MCA are:

- Knowledge of Computer applications.
- Analytical Skills.
- Become proficient in Computer Communication.
- Hardware and Software technical skills.
- Project Management.
- Software development and programming.
- Develop enthusiasm to be updated on technology.
- Modern tool usage.
- Professional integrity

Communication of POs, PSOs, Cos:

The POs, PSOs and COs are communicated to the students through Orientation Programs held at the commencement of the Academic Session. The Academic Manual also contains Course wise Outcomes and their mapping with Program Outcomes. The POs and COs are displayed in the form of posters in every classroom and the Library also displays posters on Program Outcomes for MBA and MCA Programs. The list of POs and PSOs are displayed in the website for easy access to the students and faculty. The faculty and students are also oriented on the assessment mechanism adopted by the Institution for measuring the attainment of Program Outcomes and Course Outcomes.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Institute follows the guidelines and norms laid by Osmania University (O.U) with respect to offered programmes and course curriculum/syllabus. The evaluation of POs, PSOs and COs, is an essential part of curriculum assessment process as it helps to measure the extent to which students have achieved the intended learning outcomes of the programme or course.

Institute has a well-defined process to assess the attainment of (POs) and (PSOs) through its curriculum delivery. The curriculum consists of mandatory and elective courses, each with defined (COs) that are mapped with the POs. This approach ensures that the attainment of POs is monitored and assessed through the achievement of COs, enabling students to achieve the intended learning outcomes of the program.

To ensure the attainment of POs and PSOs, institution has established a matrix that correlates COs with each PO based on their relevance. Various direct and indirect assessment methods, including assignments, interviews, surveys and end-semester examination with a 25% weightage for continuous assessments and 75% for the end-semester examination. are used to assess the attainment of POs and PSOs.

In addition to direct assessment methods, indirect methods like student exit surveys, alumni surveys, and interviews with stakeholders are also used to gather opinions and feedback to measure the level of student learning. This approach ensures the attainment of POs and PSOs and continuous improvement in the quality of education.

The assessment of POs at the institution is carried out through a well-defined and documented process. Direct assessment is carried out through the analysis of the level of attainment of COs compared to predefined parameters and targets. Indirect assessments are conducted through surveys from stakeholders such as students, parents, alumni, and employers.

The direct attainment of PO and PSO is compared with predefined attainment targets, and the indirect assessment is evaluated to determine the strength of attainment level of POs & PSOs. Overall, POs' attainment is calculated as 80% of direct assessment added with 20% of the indirect assessment.

Assessment methods used to evaluate the attainment of POs and COs are clearly defined and aligned with POs and COs to ensure that they measure the intended learning outcomes. These include exams, projects, assignments, presentations etc. Institute plans and conducts all activities in light of the programme outcomes and course outcomes.

The **IQAC reviews** the POs and COs on a regular basis through Lesson Plans submitted by each faculty member as part of the process of academic audits.

The focus of the POs and COs was maintained even when the classes were transitioned to the online mode. Talks, discussions, guest lectures, webinars, e-resources, quizzes and online evaluation process, ensured efficient functioning of the institution in the same direction.

The performance of students in University examinations and in different internal examinations is used to identify areas where improvements can be made to the programme or course including revision of curriculum, changing teaching methods, or providing additional support to students.

The Institute collects **feedback** from students regarding the teaching-learning process and infrastructural facilities. Feedback from other stake holders like alumni and employers regarding the Course and Program is also collected at the end of every academic year for improving the quality of education provided by the Institution.

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

2.6.3

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

Response: 94.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
159	153	164	160	128

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

2022-23	2021-22	2020-21	2019-20	2018-19
161	161	171	161	151

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1**Online student satisfaction survey regarding teaching learning process****Response:** 3.72

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In order to encourage creative thinking via the use of the incubation centre, OMEGA P.G. COLLEGE - MBA works to provide an environment in which students and faculty members may share their technological expertise. Under the guidance of the principal, the college forms a research and development cell in order to provide support for research endeavours. The Research and Development cell is primarily concerned with student projects, both big and little, that are supported by various organisations and finished throughout the course of the academic year. Through the aid of the Research and Development division, both students and faculty members are able to publish articles of a high quality in respected journals that have a high impact factor. As a means of assisting both teachers and students in fulfilling their research responsibilities, the Research and Development cell hosts seminars that cover topics such as how to write a paper, how to avoid plagiarism, and where to find reliable publications. Academicians and students are encouraged to create fresh and creative ideas by the administration, which provides the necessary infrastructure and financial assistance. The administration

is particularly interested in research activities and promotes its participation. Students from a wide range of academic fields take part in the Ideations competition on an annual basis in order to come up with creative and unique ideas. Students are given the opportunity to enhance their management

and leadership abilities, attend and participate in seminars, and tour enterprises as part of the College's Entrepreneur Development Cell (EDC), which has the goal of developing entrepreneurs that generate employment via the use of technology. In addition, the education and development centre works to improve students' management and leadership skills in order to better prepare them to meet the demands of the global market and the new problems that are generating job opportunities. Taken by students is strongly encouraged.

As entrepreneurs, you should take initiative, look for opportunities for self-employment, and build a small or microbusiness. The development of an entrepreneur requires a variety of skill sets, including planning, personnel management, financial planning, marketing management, and manufacturing skills, among others. EDC has the goal of equipping aspiring engineers with the knowledge and skills necessary to become successful business owners by exposing them to these areas of need. Providing students with access to learning opportunities and cultivating an atmosphere that is suitable to their research and social commitments is the objective of the MBA cell at OMEGA P.G. COLLEGE. This cell's mission is to bridge the gap between the business world and the academic world.

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

3.2.2

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

Response: 40

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	7	7	12

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.04

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

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 1.22

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
27	25	1	0	2

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

The Master of Business Administration programme at Omega P.G. College organises and takes part in a wide range of public concerns, which are ultimately addressed via the cooperation of the community and technical experts. The NSS portion of the MBA programme at Omega P.G. College is successfully executing a wide variety of programmes that are focused on providing service to the community. In a timely way, the National Service Scheme undertook a number of actions, including the promotion of the Swatch Bharat programme, the organisation of blood donation drives, and the execution of a successful anti-ragging awareness campaign. The National Security Service (NSS) section presents a number of guest lectures on a variety of issues, including female entrepreneurs, women's safety, and other general problems. The purpose of the yearly celebration known as Yoga Day is to draw attention to the positive effects that yoga has on both physical and mental health. The "Health care centre" at OMEGA P.G. COLLEGE - MBA was developed with the purpose of promoting nutrition, a balanced diet, and general health at the college. The hostel features a health club that also offers leisure facilities, so that it can serve its guests with health care and exercise equipment.

Students actively participate in community involvement projects in the form of extension activities during the whole of their time spent studying and living on campus. Faculty members and students have the opportunity to connect with and provide assistance to the local community of underprivileged individuals by travelling to surrounding schools, orphanages, and low-income neighbourhoods. In order

to encourage compassion and preventive health, the institution hosts a variety of events, including medical clinics, blood donation drives, social awareness campaigns, and other community-based activities. Social awareness activities are held by the institution, which teaches youngsters living on the streets and old persons who are unable to provide for themselves how to make a living and is also responsible for integrating these individuals into orphanages and senior homes, respectively.

Students fulfil their corporate social responsibility by doing community service as part of their academic programme. Through the many different support systems that it offers, the institution offers its services to the community. A number of programmes, including tree planting, health festivals, awareness campaigns, ecological initiatives, celebrations of National Day, village adoption, and school adoption, are among the activities that the National Service Scheme (NSS) unit of the OMEGA P.G College - MBA actively engages in. The Master of Business Administration programme at OMEGA P.G. College is actively involved in a number of projects that aim to raise awareness about various issues, including pollution, Swachh Bharat, energy conservation, groundwater development, a prohibition on plastics, an eco-friendly Ganesha campaign, and more. The committee in charge of celebrations is responsible for organising a wide range of religious festival events in order to promote national tradition and culture, as well as to exhibit religious equality. Bathukamma, Diwali, Ramadan, Holi, Sankranti, Raksha Bandhan, Ganesh Pooja, Christmas, and Krishna Jayanthi are some of the celebrations that take place among the holidays.

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

3.4.2

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

Response:

The NSS unit is responsible for carrying out community outreach projects with the purpose of enhancing both the person and society. Blood donation camps and awareness seminars are two examples of the kind of events that the institution organises to promote both physical and mental well wellness. During their time with the environmental protection agency, the students have been very active participants. They were honoured for their unwavering dedication to solving the issue of pollution, which earned them recognition. They increased the number of educational and developmental activities that were offered in public schools. The students were honoured for their contributions and were presented with awards and expressions of gratitude for their exemplary work.

The College fosters engagement that includes student involvement and is connected to the surrounding community via its network of connections. The National Swachh Bharat Abhiyan is being supported by students via ongoing volunteer initiatives that aim to preserve cleanliness on and around the campus, raise awareness about the importance of a clean environment to human health, and contribute to the overall cleanliness of the country. The organising of blood donation camps has taken place. The activities that are carried out contribute to the inculcation of the principles of social responsibility, which include the following: • Increasing one's awareness of society concerns and problems and encouraging one to look for solutions by being active in their lives.

Development of abilities such as social skills, communication skills, leadership skills, analytical skills, and perceptual skills are among the talents acquired. With the slogan "Not me but you," the National Service Scheme (NSS) Cell of our institution has been conducting a variety of events with the purpose of educating students about societal problems and difficulties. The goal is to make them more sensitive to these concerns and challenges, and as a result, to bring about significant changes in their general way of life and their perspective on society. Our college is working hard to deliver the greatest possible amount of social good, and we want to increase the number of events that we participate in each year in order to further the cause of society.

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

3.4.3

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

Response: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	04	11	06	05

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

3.5 Collaboration

3.5.1

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

Response: 0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Management of **OMEGA P.G COLLEGE** is committed to provide quality services to the stakeholders and in this direction strives to provide the best infrastructure support and provides the necessary budget every year as per the requirement.

The college has established policies and procedures to create and continuously enhance the infrastructure in the form of human resources (Faculty, Technical, and administrative staff), laboratory equipment, buildup place, and learning resources (print and electronics aids) by keeping the following objectives in view to promote Teaching Learning process directly and indirectly.

- To provide good, sufficient and well-ventilated academic and supporting spaces for effective teaching and learning.
- To have conference halls, meeting rooms, faculty cabins, Digital Library for effective teaching and learning.
- To use ICT for academic purposes including teaching and learning.
- To provide access to the internet to students and faculty members.
- To develop classrooms, tutorial halls, departmental and central Library and content to meet the changing requirements of teaching and learning.
- To develop labs as per curriculum requirements and also beyond the curriculum.

Classrooms:

- The Institute has 10 Classrooms with ICT facilities, LCD projectors, WIFI-LAN, and good ambience. It has ICT Classrooms with multimedia facilities and is spacious for conducting theory classes.
- All the Classrooms are ergonomically designed so that proper ventilation and lighting is provided with good acoustics.
- All the Classrooms of individual departments are at close proximity in order to have better access to the students.

Tutorial Halls:

- The college has tutorial halls to conduct Tutorial Classes to address doubts and queries, and to

conduct remedial classes for academically slow learners students with backlogs.

Laboratories, Seminar Halls: The Institute has well- equipped and well maintained laboratories, Seminar Hall to conduct various student activities.

Computing Equipment: Computers are available in the Institute. All the Classrooms, Seminar Halls and most of the Laboratories are equipped with ICT facilities having open-source software. Printers, Scanner and Xerox equipment are also available.

- The campus building possesses the principal office, administrative office, Examination section, Training & Placement centre, Library and Laboratories.

Sports (Indoor and Outdoor Games):

The institution provides facilities for indoor games like Table Tennis, Caroms, Chess etc, also has a spacious playground for outdoor games like Cricket, , Handball, Kabaddi, & Throw ball, Athletic Track Spaces for all field sports events like Shot put, Discus Throw, Jumps, etc are available.

Yoga:

With the aim to create awareness about healthy life style amongst faculty and students, every year yoga day is celebrated wherein a professional yoga teacher guides the participants with respect to different asanas, pranayama techniques, healthy diet etc.

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

4.1.2

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

Response: 27.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.54	18.37	10.73	7	18.73

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institution's library stands at the forefront of technological advancement, having seamlessly integrated digital facilities through an Integrated Library Management System (ILMS). The library's commitment to providing a contemporary and efficient learning environment is reflected in its utilization of the comprehensive Integrated Library Management System with Barcode Scanner support. This robust ILMS covers all aspects of library management, ensuring the seamless functioning of in-house operations.

The library's automation includes the following key modules:

- Technical Processing (Cataloging).
- Circulation.
- Acquisitions.
- Serials Management.
- Management Information System (MIS) Reports.
- Web Online Public Access Catalog (OPAC).
- Administration.

This automation optimizes library processes, making resources easily accessible to both faculty and students. The library's digital realm is equipped with 10 systems dedicated to accessing e-journals and e-books. The library has also subscription for various National & International Journal with an On-line access to e-Journals via DelNET. Daily Business news paper and National Dairies are also available to keep the student and staff updated.

It houses various communities, including Case Studies, e-books, e-journals, Handbooks, Journals Content, Question Papers, Softwares, Spoken English, and Syllabus. This repository serves as a valuable

resource hub, fostering research and academic endeavors.

Ensuring both remote and physical access, the library subscribes to electronic databases such as DELNET. Remote access empowers students and faculty to utilize web-based library resources from any location, enhancing flexibility and convenience.

To support the college curriculum, the library extends various services, including the issuance of library cards, checkout procedures, loan period regulations, closing policies, return procedures, renewals, and refund policies. The institution's library is not only digitally connected but also designed to cater to the diverse needs of its users, promoting a culture of learning and information literacy.

In addition to its digital prowess, the library is equipped with a Wi-Fi network, supplementing the existing wired connectivity. This dual approach ensures that students and faculty have seamless access to a wealth of knowledge resources, fostering an environment conducive to research, learning, and academic excellence. The library stands as a central hub for information, evolving with technological advancements to meet the dynamic needs of the academic community.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

INSTITUTION IT POLICIES & GUIDELINES:

Availability and usage of cutting-edge Information Technology (IT) resources and infrastructure of an organization make its product and process qualitative as well as effective. High-end IT infrastructures have become the most significant resources in technical educational Institutions. Realizing the importance of these Omega P.G College took the initiative way back in 2014 and established a basic network infrastructure on the campus. Over the last ten years, the active users of IT amenities as well as web-based applications have amplified many folds. As of now, the Institution has about 180 network connections spreading over the building on the campus. There are well-established internet and intranet facilities on the campus. The whole academic campus is now Wi-Fi enabled. The total bandwidth available at Omega P.G College is 100 Mbps.

Omega P.G College is proposing to have its own IT Policy that works as a guiding principle for using the Institute's computing facilities including computer hardware, software, email, information resources, intranet and Internet access facilities, collectively called "Information Technology". The need for such an IT policy is as follows:

- To establish, expand, maintain, secure and ensure the legal and appropriate use of Information technology infrastructure on the campus.
- Strategies and responsibilities for protecting the Availability, Confidentiality, and Integrity of the information possessions that are accessed, created, managed and/or controlled by the Institute.

IT policy is applicable to technology administered by:

1. The Institute centrally.
2. The individual departments.
3. To information services provided by the administration or by the individual departments.
4. Individuals of the organization community.
5. Authorized resident or non-resident visitors on their own hardware connected to the institute network.

The central administrative departments such as the Library, Computer Laboratories and Offices of the Institute. Wherever the network facility was provided by the Institute.

The major IT infrastructures to which the stated policy is applicable are:

- Computing facility.
- Network Devices wired/ wireless.
- Internet Access.
- Official Websites and web applications.
- Official Email services.
- Data Storage and Access.
- Server computing facility.
- Documentation facility (Printers/Scanners).

The Institution adheres to the new dynamics of the market and scales out hardware equipment and always encourages advanced technologies and offers high-performance computational facilities to the students and faculty.

- The Institution's internet bandwidth needs to be upgraded to utilize social networking, enhance the official website and web applications and internal usage for developing the lecture material, and video lectures.
- The Institution always procures high-end performance systems and servers to adhere to new dynamics of the market, promoting the faculty and students towards research and development in various fields of technology as and when required.
- The Institution should upgrade to the updated firewall policy & guidelines to control & monitor the network traffic, internet utilization, control over the downloading of malware software and control on the content of offensive or inappropriate websites.

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

4.3.2

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

Response: 4.45

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

Response: 110

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 5.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.16	0.56	0.93	2.89	0.47

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 70.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
312	275	224	230	256

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: E. None of the above

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

5.1.3

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

Response: 60.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
290	240	220	190	180

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 73.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	127	113	92	114

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

2022-23	2021-22	2020-21	2019-20	2018-19
159	153	164	160	128

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

5.2.2

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

Response: 9.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	05	03	03	03

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 31.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	32	25	32	29

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

5.4 Alumni Engagement

5.4.1

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

Response:

The primary objective of the Alumni Association is to champion lifelong learning and nurture a sense of shared identity among its members, collectively aspiring to become responsible citizens. These alumni, now knowledge ambassadors in the corporate world, play a pivotal role in enriching the experiences of both fellow alumni and current students.

The Association connects graduates with their alma mater, fostering a sense of community service and supporting Institution's development. It plays a vital role in success of Institution by providing financial and other forms of support.

Networking Opportunities:

Association provides networking opportunities that benefits both graduates and the Institution. Alumni facilitate connecting with others professionally, forming a valuable network that can foster career development, mentorship, and job opportunities.

Networking is helpful for graduates who are just starting their careers. By connecting with alumni who have established careers in their fields, graduates can gain valuable insights into industry, receive career advice, and potentially secure job opportunities.

Networking opportunities also benefit Institution. By connecting alumni with enrolled students, Institution has provided valuable mentorship opportunities. Alumni have shared their experiences with students and offered advice on academic and career development. This connection has inspired current students to become more involved with Institution's Alumni Association, encouraging them to stay connected after graduation.

Placement Opportunities:

Many of the alumni are working in reputable companies. This provide valuable opportunities for current students. These alumni can offer assistance with job placement and even provide internships for students to gain practical experience in their chosen fields. Having a strong network of alumni in the professional world is an invaluable asset for the current students as they begin their careers.

Other Support Services:

Association has provided other valuable support services to Institution beyond financial and networking support. It has sponsored career development workshops and seminars for students as they prepare to enter the workforce.

Distinguished alumni are frequently invited to participate in seminars, conferences, and other events hosted by the institute. A large number of these alumni are closely involved with the college's Societies, Centers, and Cells, and they have been making significant contributions by sharing their expertise and providing mentorship to current students.

To conclude, Association has contributed significantly towards development of Institution through financial and other support services which has profoundly impacted the success of Institution. Overall, Association has helped the Institution in building a community of dedicated and supportive graduates who are committed to its success.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

OUR VISION:The vision is "Synergizing professional inputs, cutting edge technologies, learning ambience, and social relevance to achieve high standards of excellence in management / computer education and research."

OUR MISSION:

- To produce outstanding management professionals who possess the skills necessary to succeed in the highly competitive global market and to remove all obstacles to wealth maximisation in a way that promotes human wellbeing.
- To develop highly skilled software professionals that see lifelong learning as their purpose and are conversant with leading edge and developing technologies.

The institution aims to holistically develop students into competent professionals and responsible citizens. The college serves socially and economically underprivileged students.

Faculty representatives serve on the college's Governing Body. This faculty is engaged in decision-making to preserve and enhance the institution's education quality. The college's Governing Body includes distinguished industrial, academic, university nominee, and other professionals.

Leadership ensures academic and administrative protocols are followed and ongoing progress is achieved. A well-defined Quality Assurance Framework performs periodic systematic monitoring and audits. The Leadership's ultimate purpose is to ensure the institution accomplishes its Vision and Mission. Interventions to create global experts: A central library, classrooms, and labs aid teaching and learning.

The renowned institutions, alumni, and industry experts in new disciplines will provide guest lectures. 1. Staff attendance at national and international workshops, seminars, and conferences. 2. Administrative activities should include hiring suitable people. Collaboration with other academic and industrial entities. Stakeholder involvement should be frequent to ensure quality.

Honouring students and staff for their accomplishments. Communicating the vision and purpose to stakeholders is crucial. To develop workers with psychological fortitude, emotional balance, and ethical values, the following steps have been taken: Celebration of national, cultural, and religious holidays. Talking to famous people from different backgrounds. Effective student mentoring method.

Extension activities on society's issues using the National Service Scheme.

Decentralised institution governance and participation: The institution has transparent, decentralised management, administration, finance, and academics. To accomplish decentralised governance, the institution gave all officials power and operational autonomy. A core team of Principals, Deans, Heads of

Department, administrative staff, and faculty coordinators runs the Institute's main operations. This team ensures the Governing Body's policies are implemented on schedule. The Institute includes 14 student-faculty groups to execute a variety of academic and non-academic initiatives.

Effective NEP implementation methods include: The institution uses student-centered teaching approaches and delivers online audio-visual materials. Additionally, the institution is developing a process to offer timely feedback on assessment results, allowing teachers to discover areas for development.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Governing Body-authorized Manual of Human Resource Policies and Administrative Practices governs administration.

The Institute has a well-constituted Governing Body (GB) with assigned responsibilities at several levels to ensure efficiency.

Governing Body, Principal, Deans, Hods, and faculty make up the organisation. The principal must encourage academic and administrative initiatives that support the institution's development. The principle must also execute administrative policies and coordinate with department heads to evaluate and expand academic activity.

Dean-IQAC oversees academic and administrative excellence.

Dean of Research and Development oversees research policy, activities, in-house student projects, and external consultant projects.

The Head of the Department must maintain academic and administrative efficiency.

The Academic Planning and Advisory Committee, Grievance and Redressal Committee, Library Committee, Staff Appraisal Committee, Admissions Committee, and Finance Committee administer the university.

Faculty and staff are recruited according to AICTE and OU guidelines as needed.

Implementing staff evaluation and reward systems allows personnel to get awards and incentives for greater performance and devotion.

Academics may pursue further education via study leave.

Promotion strategy maintains faculty interest by developing leadership and belonging.

The research and development incentive policy encourages professors to produce journal papers, attend conferences and seminars, create books or book chapters, and get research funding.

By considering faculty career goals and institution goals, a policy that provides for a smooth and flexible exit for staff is created and followed.

Strategic plan implementation at the Institution The institution has many expansion strategies. the Institute's strategic plan falls under several categories: The highest levels of teaching and learning are achieved via ICT-enabled and online education.

Increasing research articles, consultancy projects, and patents helps R&D and product innovation. Centres of excellence in emerging disciplines and advanced research facilities are crucial. Cooperating more between institutions and enterprises.

Establishing an incubatory research centre. Information and communication technology (ICT) enabled education, significant usage of Moodle, and remote access to electronic resources for professors and students 24/7.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has well defined welfare measures and performance appraisal system for teaching and non-teaching staff for their professional and personal development.

Welfare Measures for Teaching and Non-teaching Staff:

50% concession in the tuition fee to the wards of staff studying in the Institutions.

Medical, Marriage and Maternity leaves FREE transport .

On campus Primary health centre.

Staff Performance Appraisal System: Teaching Staff

There is a conducive environment prevailing in the institution that paves way for the continuous growth and development of faculty members in teaching-learning, administration, and research arena. The staff members are assessed based on their performance through yearly self-appraisal system. Staff Performance Appraisal Committee constituted by the principal reviews the performance of staff. The faculty with minimum one year of service is eligible for performance appraisal assessment

Performance Appraisal System: Non-teaching Staff:

A committee headed by the Principal along with finance and administrative officer evaluates the performance of all non-teaching staff by collecting confidential reports from respective Heads and provides annual increments.

Non-teaching staff is assessed based on different parameters such as work attitude, skill, discipline, dedication, etc.

Incentives:

One additional increment is given for staff.

The staff members undergo skill up-gradation with financial support.

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 56.64**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
46	31	29	29	27

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

The College has an effective mechanism for mobilization of funds, optimum utilization of resources and regular financial audit.

Financial resource mobilization:

Tuition fee collected from the students.

Research grants from non-Government agencies to carry out the projects.

Strategies for optimal utilization of resources

The Institute's expenditure heads include staff salaries, R&D expenses, E- Governance, Maintenance, Facilities, and other recurring expenses.

Funds are utilized for

Staff salaries, Development of administrative facilities, Strengthening of academic facilities.

Organizing Faculty Development Programs, Workshops, Guest Lectures, Hackathons, Tech fest's and various annual events. Field trips, Industrial visits for students. Improving facilities for sports and games.

Financial audits (internal and external):

The Institute practices and follows all statutory procedures required for internal and external audits.

Internal Audit & its mechanism:

Internal audit committee under the chairmanship of Principal and the Chief Executive Officer, Head-Accounts, Accountant- Internal Certified Auditor and Dean-Administration as members.

Internal Certified Auditor audits the transactions and all books of accounts periodically and prepares audit reports with the support of remaining members of the committee.

Reports are submitted to the Chairman of Institute Internal Audit Committee.

The Chairman of the committee directs the Head of Accounts to make the necessary corrections, if any, as per the observations of the committee report.

The Head of Accounts rectifies the identified discrepancies if any, and keeps a record of the report to be submitted to the external auditor.

External Audit:

External Auditor audits the financial statements

The auditors visit the institute and carry out audits of account statements prepared by the accounts department. Any observations made by the team are duly rectified.

Internal and external audits are conducted regularly.

Impact:

Owing to efficient mobilization and utilization of resources for women empowerment and research ecosystem, resource mobilization has been effectively improved.

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

6.5 Internal Quality Assurance System**6.5.1**

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

Response:

An organisation known as the Internal Quality Assurance Cell (IQAC) was founded in the year 2021 with the purpose of developing a system that would allow for the continuous improvement of the quality of academic and administrative procedures.

Preserving the Highest Standards of Teaching:

1. The hiring of both instructional and technical staff members who are exceptionally competent and skilled.
2. The Principal engages in ongoing monitoring of the quality of instruction in the classroom.
3. Encourage faculty members to participate in faculty development programmes (FDPs) on outcome-based education.

Maintaining the Highest Standards of Instruction and Learning:

1. First, keep an eye on how the academic calendar is being implemented.
2. The second step is to solicit input from all relevant parties about teaching and learning, curriculum, infrastructure, student support system, and governance in order to conduct an analysis and initiate remedial steps.
3. It is important to offer faculty orientation courses in order to guarantee the quality of instruction.
4. Keep an eye on the training sessions that the departments are carrying out for the staff and students on the most up-to-date tools.
5. Providing support to faculty members in order to upgrade them to the most recent technologies via FDP and STTPs
6. Making sure that there is consistent and steady development
7. Making recommendations to heads of departments on the opportunity for students to participate in internships and industrial trips.
8. Carry out an academic audit on the many areas of the institute's curriculum design, delivery, and evaluation process.

Maintaining the high standard of the research:

1. In order to conduct high-quality research, it is necessary to establish faculty linkages with prestigious institutions.
2. Offer financial assistance in the form of paid academic leaves to faculty members who are on the brink of submitting their Ph.D. applications.
3. Encouraging faculty members to participate in research initiatives that are funded by government or non-government organisations.
4. Policies to encourage articles in journals that are indexed by Scopus and The Scopus Index.
5. Providing professors with financial assistance and recognition in order to encourage them to publish their work in journals that are subject to peer review.
6. Recommendations being made to heads of departments to acquire the most recent software and hardware in order to boost the research labs and the project.

Seventh, encouraging academic members to submit patent applications.

Achieving a High Level of Placement Quality:

1. For pupils from rural and semi-urban areas, specialised lessons on communication skills are being offered.
2. Offering advise to T&P Cell on firm particular talents gathered from the industry professionals.

3. Constantly following up on all of the training courses.
4. Students should be encouraged to enrol in NPTEL courses that focus on new technology.
5. It is suggested that you take part in weekly coding challenges such as hackathons and ideathons.
6. Inviting former students to give encouraging presentations.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: D. Any 1 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

As indicated by the courses that have been developed, the educational establishment has implemented a variety of measures into the curriculum in order to promote gender equality and awareness. One example is the "Gender Sensitization" class that is offered by the Department of Humanities and Sciences. The purpose of this class is to provide students with knowledge on some of the most important biological characteristics of gender, as well as to expose them to more equal interactions between males and girls.

The institution encourages gender awareness via a variety of extracurricular activities, including but not limited to workshops, seminars, guest lectures, street performances, poster displays, counselling, and other educational opportunities. The school provided its female pupils with "self-defense training" as part of its education programme. For the purpose of ensuring the safety and security of female workers and students, regular awareness programmes are carried out on a variety of issues, including the significance of human rights, the rights of women in home circumstances, and cyber security.

The following committees were created by the institution in accordance with the rules provided by the university institution grievance committee: anti-ragging, students' disciplinary committee, women empowerment, SC/ST students welfare committee, and mentorship programme. The functions of these committees are described in further depth on the website of the educational establishment, and students are provided with extra information via events dedicated to orientation and induction.

Additionally, the institution offers its staff and students with safety and security measures, such as CCTV surveillance that is installed throughout the whole campus and security officers who are present around the clock to monitor the environment. Students at this educational establishment have access to a specialised counselling centre as well as an efficient mentorship programme, all of which are designed to encourage the students' intellectual, emotional, social, and academic growth. Every student receives a personal a wide range of counselling services available. The restrooms for men and women are situated in separate buildings to provide privacy. In the restrooms, there are dispensers that sell sanitary napkins so that you may feel secure about your personal safety. Additionally, the establishment provides guys and females with separate, well-appointed common areas that are kept in a private manner.

Through the yearly celebration of national holidays and the anniversaries of prominent Indian individuals, the institution has the goal of instilling a sense of patriotism and values in its pupils. The celebrations consist of activities such as the hoisting of the flag, the display of posters, the presentation of project exhibits, excursions, essay writing, and elocution. These days are reserved for the purpose of inviting prominent individuals to offer motivational talks to the faculty and students. An annual

celebration of national and international holidays is held by the Institution. These holidays include International Yoga Day, Teachers Day, Engineers Day, Woman's Day, Independence Day, Gandhi Jayanthi, and Republic Day.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**

3. Clean and green campus initiatives**4. Beyond the campus environmental promotion activities****Response:** B. Any 3 of the above

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

7.1.4

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

Response:

The university does not discriminate between students from various castes, faiths, or geographical locations since it upholds the equality of all cultures and traditions. We do not accept distinctions based on cultural, regional, linguistic, or other factors, notwithstanding the institution's varied sociocultural heritage and linguistic variety.

Social, cultural, or other distinctions, or other elements. National festivals, birth anniversaries, and monuments honour the lives of Sardar Vallabhbhai Patel, Lal Bahadur Shastri, Pandit Jawaharlal Nehru, Sarvepalli Radhakrishnan, Dr. B.R. Ambedkar, and Mahatma Gandhi. Rashtriya Ekta Diwas is an annual celebration on October 31st of the institution's staff and student commitment made on National Integration Day. Positive interactions between people from different ethnic and cultural origins are facilitated by this. The institution has a number of grievance redressal cells that handle complaints without taking into account a person's ethnicity or culture, such as the Women's Grievance Redressal Cell and the Student Grievance Redressal Cell.

Field research and industry visits are arranged by many departments throughout India. A multitude of cultures are presented to both faculty and students. Our organisation provides national culture exchange programmes.

The Institute gains from the college's ongoing efforts to shape its students into better citizens of the country, in addition to giving them a strong academic foundation. In this way, in addition to offering legal education, the institution cultivates a feeling of community among its student body via a range of practices and programmes. Diverse faculty members have long planned events that inspire and encourage students to participate in a variety of activities that support the "Unity in Diversity" of our country. The College makes sure that students take part in these events with passion. Over the last five years, the college has worked hard to raise student understanding and proper behaviours in the following areas:

Aspects of National Character: The College has consistently raised awareness of many facets of national identity via a variety of initiatives. The national message's transmission is the College's main objective. The College celebrates Republic Day and Independence Day with a great deal of fanfare.

In addition to helping to spread awareness of constitutional ideals and principles, the NSS Committee organises and celebrates Constitution Day every year.

Fundamental Duties, Directive Principles, and Rights of Indian Citizens: To promote the Fundamental Duties, Directive Principles, and Rights of Indian Citizens, faculty members from a range of disciplines have planned a number of extracurricular and academic activities.

Constitutional Obligations: The institution has arranged student-oriented activities, such as essay, poster, and paper competitions, which have regularly drawn a sizable student body and raised their understanding of a multitude of Constitutional Obligations.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1

1. Title of the Best Practice

“Pranaali Setu” - Bridge Courses for Slow Learners

2. The Context

Slow Learners have difficulty in keeping up with the classroom as their IQ is low. In all likelihood, these students do not have a learning disability and hence are mostly overlooked. Many of such students tend to drop out of college because the classroom is hard for them. But Learning is a lifelong Endeavour and each child should be given an opportunity for a consistent growth in his or her life. OMEGA objectifies this motto by providing a separate platform for all such learners, who due to certain unavoidable circumstances could not come into the main force. A separate session is provided to these learners by the subject specialists and the outcome has been overwhelming success till now.

3. Objectives of the Practice

- ? working on the requirements of the students after identifying the problems.
- ? Prepare the slow learners to take up the commencing degree classes properly.
- ? Bridging the gap between slow learners and the usual learners.
- ? Monitor and enhance performance towards excellence.

4. The Practice

Students who are from non-commerce background or students who did not pursue Mathematics as a subject of study after matriculation are the target audience of such Bridge Courses including those students who scored less than 50% marks in Accounts or in Quantitative subjects have to mandatorily register for the programme.

The Bridge course is a three weeks program and at times exceed to four weeks depending on the requirement of the students, conducted before the commencement of regular classes. The pre-assessment criteria are based on marks obtained by the students in their graduation examination.

After the Bridge course, students who scores marks lower than 50% have to reappear for the same exam but such requirement has hardly risen. The success ratio of the improved quality is verified with the feedback collected from the students.

5. Challenging issues

Bridge Course has not faced any critical challenges but few such as:

- ? Difficulty in getting the personal contacts with the students once admission is done as they tend to change their location and contact numbers.
- ? Clashing of Bridge course with other regular classwork dates.
- ? Students' varied personal commitments during the session of the course.

? Lack of seriousness among students.

6. Evidence of Success

Students are able to excel in exams as evident from their assessment marks and their performance in the subsequent exams. Their improved confidence allows them to participate in various curricular as well as co-curricular activities and excel in those with good results. The results of the students have been a continuous hallmark of their capabilities as well the success of the programme.

7. Resources Required

? Huge investment in intellectual and knowledge propagators.

? Monitoring department with professionals to keep a keen eye on students' need.

? Qualified teachers to train slow learners on their problem zone.

? Proper planning of syllabus and problem based approach to guide these students.

BEST PRACTICES 2

1. Title of the Best Practice

“Gyan Aharan” - Collaborative Teaching for faculty development

2. The Context

Shared teaching helps in effective deliberation of the curriculum content as well as facilitates and multiplies learning capabilities of students. Students get access to appropriate guidance within the stipulated time-frame of the curriculum. At OMEGA, Shared- Teaching has proven to be one of the best pedagogical approaches for deliberating lectures in classroom. Presence of two faculty members facilitates and multiplies learning capabilities of students by allowing the later to access appropriate guidance within the stipulated time-frame of the curriculum.

3. Objectives of the Practice

? Promotes collaborated teaching pedagogy for better understanding and content delivery.

? Develops and inspires new research ideas and intellectual partnership among faculty.

? Provides mentoring opportunities between senior and junior faculty members.

4. The Practice

? Lesson plans are prepared by both the faculty members in collaboration. Such a practice becomes effective as the subjects under shared teaching are framed and designed by the two faculty members. For subjects are framed and designed by two faculty members who will engage in shared teaching in a single classroom

? A prior discussion, appropriation of the topics are done before the curriculum is implemented prioritising the range of diversified students' potentials. Topics are thoroughly discussed and each of the teacher's expert domain is identified so that there is efficient sharing of syllabus

? Students receive greater attention and get better accessibility to the teachers' guidance. Classes are handled by two faculty members which enables more concentration and the students receive greater individual attention

Successful implementation of the model is predicated on the development of a truly collaborative process between co-teachers. They share lessons they have learned from their experience of implementing the model. This collaborative process has been well received by junior and senior faculty participants in our institution.

5. Advantages

? Widens the platform of knowledge exchange between faculty and students.

? Enables planning, alternating and interjecting strategies for effective content delivery.

? Improves student learning outcomes, interpersonal and communication skills.

6. Challenging issues

? Developing coordination between the two teachers engaged in shared teaching is an absolute necessity while implementing this concept

? Identifying the specific field of expertise of each faculty member so they can efficiently engage a class

7. Evidence of Success

? Students were able to clear doubts inside the classroom more efficiently and quickly faster because of the presence of two teachers

? Positive feedback received from students about the understanding of the content being delivered.

8. Resources Required

? There is need have an increase in the availability of faculty members with specialised subject knowledge.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Omega P.G College - MBA dreams of becoming a pioneer in business education and tackling social challenges through education and practice. We have always been distinctive by incorporating Research, Innovations, Extension, weekend activities, Campus Recruitment Training, Start-up Policies, and entrepreneurial encouragement.

Research, innovation, and extension

Omega uses outcome-based learning, creative pedagogy, and strong R&D to generate excellent students. This semester, students are asked **Research, innovation, and extension** to choose R&D subjects, write research synopses, and explain their decision by examining the purpose and value of study. Our R&D programme uses well-structured questionnaires, field surveys, and data to generate reports and policy recommendations. These R&D seminars help students learn research skills and write complete research papers.

Weekend activities

Omega's Saturday weekend events are typical activities held every weekend. These events increase in quantity and student engagement each year. Weekend activities for student growth, leadership, critical thinking, coordination, best learning practices, material management, resource management, and time management. Best from garbage, Painting competitions, Master chef competition, eco-friendly environment, clean and green campus challenge, poster presentations, dance competitions, singing competitions, lippan art, nail art, clay models, new paper art and craft, rangoli, face painting, mehndi, plyometric, sack race, Eco-friendly Vinayaka, Rakhi making, jute craft, canvas painting, banana leaf decoration, string art, levicryl clay moulds, diya stands, handmade bangles Students remembered all the Indian traditional activities on the college floor, including Snakes and Ladder, Ludo, skipping, caroms, cooking, culture making, sack racing, and more.

CRT: Campus Recruitment Training

The college emphasises Campus Recruitment Training (CRT) from the start. This comprehensive training includes JAM, GD, case studies, PPT presentations, mock interviews, workshops, versant rounds, communicative English, role-playing, situational talks, psychometric tests, behavioural interviews, and coding challenges, seamlessly integrated into the class schedule.

CRT begins on the first day of class in every course and specialisation. Beginning students get a more basic approach in their first year, but as they proceed through senior courses, practice intensifies, guaranteeing full preparation at all levels.

In Just a Minute, several levels with rules control dos and don'ts, encouraging methodical practice.

Placards, emojis, snowballs, and impromptu JAM boost engagement. Faculty promotes flexibility in CRT sessions, making them instructive and enjoyable. These workshops benefit from student and instructor input on special evaluation sheets.

Corporate, video, and current events group discussions encourage proactive and spontaneous reactions among students. These talks improve communication skills, current affairs awareness, business communication, and rapid, analytical reactions to varied circumstances.

A staple of Omega CRT, the Case Study technique includes comparative, business, critical thinking, audiovisual, problem-solving, and analytical case studies. Students may use these case stories to understand the instruction and make educated judgements.

Job placements need mock interviews, which give practical experience. These sessions are scheduled, and students prepare with a resume, JD, and pre-placement lectures. The multi-round procedure comprises written, technical, behavioural, case study, psychometric, and situational rounds adapted to each course. Our students flourish in campus placements with regular, focused training.

Students may express and defend their opinions in debates. Participants discuss ideas in an organised fashion with opening, rebuttal, cross-examination, and closing speeches. The college's debate culture may help students improve critical thinking, research, and communication abilities.

Students replicate professional settings in situational lectures. Situational talks for college students entailed structuring a debate around a certain subject or event. This covers academically relevant circumstances. encourage kids to think critically, communicate well, and solve problems.

Aptitude subjects include a variety of cognitive skills needed for problem-solving and critical thinking. Numerical aptitude tests one's ability to solve equations, deal with numbers, and comprehend data. Word comprehension, vocabulary, and reasoning are assessed in verbal aptitude.

Workshops are exponential learning events for students. Real-time themes and activities were chosen. Innovation was utilised to deepen each student's understanding of the subjects they studied. Workshop programmes for students may include a broad variety of topics and skills to improve their personal, academic, and professional growth.

Students need presentation abilities to communicate, engage, and demonstrate their knowledge. Students learn how to identify their audience and personalise presentations to their interests. Before creating the presentation using MS Power point, many subjects were presented to comprehend them.

Newspaper reading enables kids to read, study, and discuss current events. Critical thinking and reading comprehension are also promoted. It also promotes civic responsibility. Students learn more and get a broader perspective by debating current events.

Verbal communication involves speaking. During class discussions, presentations, and interactions, students speak. This kind of communication involves clear speech, linguistic skills, and cohesive thought.

Versant rounds improve English, communication, and context adaptation. Versant rounds improve kids' linguistic skills, preparing them for academics.

Startup Policy

Omega promotes start-ups in its academic environment to follow AICTE. Students learn this policy in First Year Induction. Start-up Countries' economic and social prosperity depends on policies. These rules help entrepreneurs and startups in developing nations overcome marketing obstacles. Omega believes business education schools are crucial to national startup activity. College students have also started firms with their corporate ideas. We fully supported them during their vacation, and both profited. They have mentored and funded campus enterprises and done honorary work for Omega Start-Up.

Social Consciousness:

We equip students to fulfil the ever-evolving demands of society by offering Prior to social engagement, there is social consciousness and awareness. Education instills moral values and ethical concepts in pupils, resulting in behaviour, personality, and character that is socially acceptable and that fosters creativity, peace, equality of opportunity, and justification among individuals, society, and the nation.

Our students acquire a diverse set of talents, experiences, and personalities. He seeks to understand how individuals, groups, cultures, and communities fit into the global framework. Students with more social responsibility have better academic accomplishment, success, and self-esteem. Academic accomplishment involves achieving particular goals in school, college, and university. Academic brilliance and social responsibility are ornaments. They should practise selflessness for the general good.

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

5. CONCLUSION

Additional Information :

Techniques for the Institution's future growth The changes occurring in the sector are also occurring in the education system.

The fourth Industrial Revolution, which we are now experiencing, envisions industries of the future that need very little human labour due to the development of very powerful computers. Techniques for creating new technology institutes in the future

We must accurately forecast the future impetus for a change in the technical education system in order to ensure the continued growth of education at institutions like ours. The introduction of new technology in the past forced the institutions to update their labs and change their curricula. Institutions of were founded to prepare instructors for successful teaching.

The industry provided induction training for the recent engineering graduates working as graduate engineer trainees. The need for institutes to produce employees for the current industry is now their top priority.

It is essential that students comprehend, integrate, and enhance the novel technology and systems. In addition, the industry's new worldwide feature need to be explained to pupils.

Industries now design in one place, produce systems in another, and then put everything together in a third nation based on accuracy and relative cost.

With this global context in mind, the educational system has to improve students' writing and vocal communication skills so they can negotiate successfully with suppliers and consumers worldwide.

In this scenario, technical colleges have to collaborate closely with industry professionals to create the engineering curriculum, ensuring that graduates can move seamlessly and problem-free from school to the workplace.

Concluding Remarks :

The aim of our institution is to produce graduates who are intellectually strong with a human face. A flexible and dynamic curriculum must be able to provide manpower to the industry through feedback received from the stakeholders. The curriculum and its effective teaching must be able to make the students into lifelong learners. The strategies for catering to the needs of slow and fast learners must be adopted. The faculty must be empowered for effective teaching from time to time to meet the demands in the industry and to give leads to the students in research and innovation. The evaluation process must undergo reforms to meet the objectives of outcome based education. The institute has a well-defined research policy and the faculty as well as students can take advantage of, in their pursuits for excellence. The faculty have published papers in indexed journals our of which of them are through guidance of the students. Necessary finances are provided by the college. Necessary resources are provided and campus wide networking is in place with Wi-Fi facility. All classrooms are e-classrooms and campus LMS and other e-resources are used for effective instruction. The strategy development and deployment activity is well in place and IQAC has been providing necessary guidance to all

departments. A number of social service activities are conducted. A Solar power plant is installed to meet power requirements of the campus. LED bulbs are installed in most places in the campus. Green initiatives such as rain water harvesting, plantation of trees etc., are in place. The code of conduct and core values are well defined to the employees. The best practices which made our college distinctive are well thought of.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 25 Answer After DVV Verification :25</p>																														
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 189 Answer after DVV Verification: 186</p>																														
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : As HEI has not provided the action taken report, Hence input edited considering the option C.</p>																														
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>321</td> <td>180</td> <td>180</td> <td>180</td> <td>179</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>321</td> <td>180</td> <td>180</td> <td>220</td> <td>172</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>360</td> <td>180</td> <td>180</td> <td>180</td> <td>180</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	321	180	180	180	179	2022-23	2021-22	2020-21	2019-20	2018-19	321	180	180	220	172	2022-23	2021-22	2020-21	2019-20	2018-19	360	180	180	180	180
2022-23	2021-22	2020-21	2019-20	2018-19																											
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321	180	180	220	172																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
360	180	180	180	180																											

2022-23	2021-22	2020-21	2019-20	2018-19
360	180	180	300	300

Remark : Input edited considering the PG diploma.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
160	90	90	90	90

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
160	90	90	90	90

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
180	90	90	90	90

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
180	90	90	150	150

Remark : Input edited considering PG diploma.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	26	25	25	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	26	25	40	40

Remark : Input edited considering the AICTE norms.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
159	159	164	160	128

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
159	153	164	160	128

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
161	161	171	161	151

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
161	161	171	161	151

Remark : Input edited from supporting documents provided for clarification.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6.50	3.50	5.50	0.0	0.0

Answer After DVV Verification :

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

Remark : As per the documents provided by HEI, terms and conditions for the project, duration of

the project and utilization certificates are not provided, also the amount for the same is also not reflected in the audited statements. Hence is input edited accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	7	2	4

Answer After DVV Verification :

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

Remark : Input edited as per the calendar-year wise.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	13	8	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	04	11	06	05

Remark : Input edited considering only extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

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

Answer before DVV Verification :

Answer After DVV Verification :0

Remark : As HEI has not provided the actual activities of internship, on-the-job training and

project work, Hence input edited accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29.83	15.83	13.04	26.24	9.15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15.54	18.37	10.73	7	18.73

Remark : Input edited considering only the infrastructure development and augmentation excluding salary from given audited statements.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54.24	21.77	17.94	36.09	12.59

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.16	0.56	0.93	2.89	0.47

Remark : Input edited considering only expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component from given audited statements.

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

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: E. None of the above
 Remark : Considering option E as, One-day lectures, talks, webinars once in a year will not be considered. Input edited accordingly.

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

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. 3 of the above
 Remark : Input edited from supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	3	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	05	03	03	03

Remark : Input edited as per the qualifying certificates provided.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Inter-collegiate awards will not be considered, input edited accordingly.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Financial support of minimum of Rs. 2000/- per year per faculty only will be considered, input edited accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	20	18	18	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
46	31	29	29	27

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

Answer before DVV Verification:

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

11	11	11	11	9
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Answer After DVV Verification :

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

Remark : 6.3.3.2-Input edited from SSR

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : As per the document provided by HEI, AAA done by internal committee of applicant HEI will not be considered, ISO certificate will not be considered as it is not in assessment period and MoUs claimed without activities at metric 3.5.1 cannot be considered in this metric for option 3,Hence input considering option 1 .</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p>

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>488</td> <td>353</td> <td>343</td> <td>331</td> <td>328</td> </tr> </table> <p>Answer After DVV Verification:</p>	2022-23	2021-22	2020-21	2019-20	2018-19	488	353	343	331	328
2022-23	2021-22	2020-21	2019-20	2018-19							
488	353	343	331	328							

2022-23	2021-22	2020-21	2019-20	2018-19
489	353	343	331	328

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98.62	39.58	32.62	65.61	22.89

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
102.26	47.68	35.11	56.01	18.84