



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ACHARYA NAGARJUNA UNIVERSITY

NAGARJUNA NAGAR GUNTUR

522510

www.nagarjunauniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Acharya Nagarjuna University, established in 1976 as a state Government university in Andhra Pradesh, has evolved into a notable educational institution in its 48 years of existence, spread over in 300 acres between Vijayawada and Guntur, stands out for its unwavering dedication to academic progress and knowledge proliferation.

The institution was inaugurated by President Fakhruddin Ali Ahmed on September 11, 1976, and celebrated its Silver Jubilee in 2001, marking a historic milestone. The institution is named after the famous philosopher Acharya Nagarjuna and is built on the same land where he once lived and taught, representing his deep insights that continue to inspire people all over the globe.

The institution has received several awards, including "A" Grade from the National Assessment and Accreditation Council (NAAC), 108 worldwide rankings, 39 national rankings, and inclusion in the UI Green Metrics list. It has a campus with more than 5000 students, provides 68 undergraduate and postgraduate programmes, and supervises Ph.D. research in 38 fields across six campus colleges.

The university has a Centre for Distance Education that offers 27 UG and PG courses.

Acharya Nagarjuna University cultivates a friendly atmosphere for higher study and research, enhanced by the diversity of its academic and student population. Its comprehensive infrastructure includes a library with over 3 lakh volumes, sophisticated labs, a health centre, sports facilities, auditoriums, and computer centres.

Vision

To create sources of knowledge that can dispel ignorance and establish Truth through Teaching, Learning & Research

Mission

To promote a bank of human talent in diversified faculties – Commerce & Management Studies, Education, Engineering & Technology, Humanities, Law, Natural Sciences, Pharmacy, Physical Education & Sports Sciences, Physical Sciences, Social Sciences, Architecture and planning and performing & Fine Arts that would become an investment for a prosperous society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Acharya Nagarjuna University (ANU) sets itself apart through its relentless pursuit of academic innovation and excellence. With a forward-thinking approach, the university regularly updates and enhances its curriculum to

meet the evolving needs of students and industries. This commitment is complemented by a student-centric teaching methodology, ensuring that the learning process is tailored to individual needs and fosters critical thinking and practical skills acquisition. At the heart of ANU's academic endeavor are its exceptionally qualified faculty members, who not only excel in teaching but also actively contribute to cutting-edge research across various disciplines.

ANU takes pride in its robust support system for faculty research endeavors, providing seed funding to fuel innovative projects and encouraging patent applications, resulting in a significant number of patents granted. The university's focus on entrepreneurship and innovation is further underscored by the presence of incubation centers that nurture and support budding entrepreneurs among students and faculty alike.

In its pursuit of global academic standards, ANU frequently invites foreign faculty members to enrich the learning experience with diverse perspectives and expertise. Moreover, the introduction of "Professor of Practice" positions reflects the university's commitment to bridging the gap between academia and industry, ensuring that students are equipped with real-world insights and skills.

In line with UGC recommendations, ANU has implemented a well-designed evaluation system that provides a fair and transparent assessment of student performance, promoting accountability and continuous improvement. The university also benefits from substantial research project funds from public funding bodies, enabling faculty and students to undertake impactful research that addresses societal challenges and contributes to knowledge advancement.

ANU's infrastructure is designed to support its academic and research endeavors comprehensively. State-of-the-art laboratories and classrooms facilitate hands-on learning and experimentation, while modern IT infrastructure ensures seamless access to digital resources and online learning platforms. The university's well-stocked library serves as a hub for learning and research, providing students and faculty with access to a wealth of scholarly resources.

Beyond academics, ANU prioritizes student welfare and holistic development. From providing free GATE coaching to fostering a vibrant campus life enriched with sports and recreational activities, the university ensures that students have ample opportunities to explore their interests and talents. Additionally, ANU's active engagement in NSS activities underscores its commitment to social responsibility and community engagement, further enhancing the overall student experience.

In essence, Acharya Nagarjuna University stands as a beacon of academic excellence, innovation, and holistic development, shaping the leaders and innovators of tomorrow through its comprehensive educational ecosystem.

Institutional Weakness

Acharya Nagarjuna University, operating as a state university under the governance of the AP State Universities Act, occupies a crucial position within the educational landscape. The relationship between the university and the State Government is pivotal, as the government plays a significant role in steering the university's development and decision-making processes. However, this interdependence has introduced challenges, particularly in the timely execution of various regulations mandated by central regulatory bodies. The university relies on the State Government for approval and implementation, leading to consistent delays in the execution of essential schemes and regulations.

One of the notable challenges faced by Acharya Nagarjuna University is the perceived inadequacy in industry-institution interactions. Establishing robust connections between academic institutions and industries is paramount for preparing students with real-world skills and fostering research collaborations. The university may benefit from exploring avenues to enhance these interactions, such as facilitating internships, organizing industry expert lectures, and promoting joint research initiatives.

Another area of concern is the relatively lower student enrollment in certain programs. Understanding and addressing the factors influencing this trend are crucial for the university's growth and sustainability. Conducting market research, engaging with prospective students to identify their preferences and expectations, and adapting program offerings accordingly could be valuable strategies.

The streamlining of consultancy activities is identified as an area for improvement. Clearer processes, efficient communication channels, and strategic promotion of consultancy services can contribute to enhancing the visibility and utilization of the university's consultancy offerings.

Furthermore, the challenge of securing a higher number of research projects from esteemed funding bodies like UGC and SERB warrants strategic attention. This may involve proactively identifying research areas aligning with the funding agencies' priorities, strengthening the university's research infrastructure, and facilitating collaboration among faculty members to develop competitive research proposals.

In navigating these challenges, Acharya Nagarjuna University could benefit from proactive measures, including advocacy for streamlined regulatory processes, strategic initiatives to boost industry collaborations, targeted marketing strategies for specific programs, and a concerted effort to elevate the visibility and competitiveness of its research endeavors. By addressing these areas, the university can position itself for sustained growth, academic excellence, and meaningful contributions to research and industry partnerships.

Institutional Opportunity

Acharya Nagarjuna University's geographical location holds unique characteristics that influence its identity and interactions. Situated in proximity to regions known for tobacco and cotton cultivation, the university is intricately linked to the agrarian landscape of its surroundings. This geographical setting not only shapes the local economy but also presents opportunities and challenges for the university. The agricultural influence can potentially inspire academic research and initiatives related to agribusiness, rural development, and sustainable agricultural practices. However, it may also pose environmental considerations and health-related challenges associated with tobacco cultivation.

This historical context can influence academic and cultural endeavors, fostering research and studies related to the region's agrarian history, socio-economic impact, and the intersection of agriculture and education. Moreover, it provides a unique platform for interdisciplinary studies that explore the relationships between the land, its resources, and the academic pursuits of the university.

Acharya Nagarjuna University has emerged as a magnet for Buddhist monks, drawing them to its campus due to its historical and cultural importance. The university's association with Buddhist heritage, including the nearby Nagarjuna Konda, a historical Buddhist site, contributes to its appeal among monks seeking a conducive environment for academic and spiritual pursuits. The influx of Buddhist monks enriches the campus's cultural diversity, fostering an environment of intercultural exchange and mutual learning. This cultural synergy can extend beyond the academic realm, creating a harmonious coexistence of diverse perspectives and beliefs.

A noteworthy trend in the university's recent landscape is the surge in foreign students enrollment. This development indicates the growing international reputation of Acharya Nagarjuna University as an academic destination. The influx of foreign students brings a global perspective to the campus, fostering cross-cultural interactions and expanding the university's reach on the international stage. The university's ability to attract students from different parts of the world reflects its commitment to academic excellence, cultural inclusivity, and the provision of a supportive environment for global learners.

Institutional Challenge

Acharya Nagarjuna University faces several challenges that require strategic planning and proactive measures to ensure sustained growth and excellence. One significant challenge is the emergence of corporate higher educational institutions and deemed universities in the university's vicinity. The increasing competition from neighboring institutions necessitates a comprehensive analysis of their academic offerings, infrastructure, and outreach strategies. To address this challenge, Acharya Nagarjuna University should focus on differentiating itself through unique academic programs, research initiatives, and a commitment to holistic education. Collaborative efforts with industries, emphasizing the university's regional significance, and showcasing its historical and cultural ties could be pivotal in maintaining a distinctive position in the academic landscape.

Another challenge lies in the changing preferences of students, who are increasingly drawn towards computer science and engineering disciplines. This shift in interest poses a challenge for the university to adapt its academic offerings to align with current trends and industry demands. It requires a proactive approach to curriculum development, incorporating emerging technologies, and fostering innovation in teaching methodologies. Additionally, the university can establish interdisciplinary programs that integrate computer science and engineering with other fields, providing students with a well-rounded education that meets both their interests and the evolving needs of the job market.

Maintaining expected quality standards across all academic and administrative parameters is an ongoing challenge for any educational institution. Acharya Nagarjuna University should implement robust quality assurance mechanisms, including regular accreditation processes, internal audits, and stakeholder feedback mechanisms. Faculty development programs, investment in modern infrastructure, and continuous updates to curriculum content can contribute to the university's ability to meet and exceed expected quality standards. Additionally, fostering a culture of accountability, transparency, and innovation at all levels of the institution will be crucial in ensuring sustained excellence.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Acharya Nagarjuna University is offering 59 PG programs, 12 UG programs, 3 PG Diploma program, 2 dual degree programs and 2 certificate programs and 38 doctoral programs. All these programs are distributed over

10 Faculties – (i) Commerce & Management Studies, (ii) Education, (iii) Engineering & Technology, (iv) Humanities, (v) Law, (vi) Natural Sciences, (vii) Pharmacy, (viii) Physical Education, Yoga & Sports Sciences, (ix) Physical Sciences, (x) Social Sciences and (xi) Performing & Fine Arts. The spirit of the National Educational Policy, industrial requirements and local needs are considered in developing any new curriculum, or revising the existing curricula. On the procedural side, the curriculum of every program is drafted and recommended by a Board of Studies constituted with external experts belonging to Higher Educational Institutions / Industries/Research Laboratories along with the internal experts which is later placed for approval by the Academic Senate of the University.

Specifically, the following are some of the programs introduced in the assessment period and some programs are added recently.

- B.Tech. in (i) Cyber Security (ii) Data Science (iii) Artificial Intelligence
- BFA.
- M.Sc. Computational Data Science
- M.Sc. Forestry
- M.Sc. Solid Waste Management & Pollution Control
- M.A. Applied Linguistics & Translation Studies
- Master of Performing Arts (Theatre, TV & Films)
- M.A. Music
- MA. Dance
- M.Tech. Irrigation & Water Resources Engineering
- MBA Media Management
- MBA Technology Management
- B. Plan
- B. Design
- Integrated MA Public Policy (5 Years)
- B.A. LLB and B.BA. LLB (Four Years)

All the programs are offered in semester mode with Choice Based Credit System (CBCS) pattern.

The splendid structure of the Centre for Distance Education is another attraction of the campus which provides academic services to the students enrolled into various courses of the centre.

Teaching-learning and Evaluation

Students enter the University through a well-structured admission system into various courses monitored by the Directorate of Admissions. The University has a culture of student centric education and learning. The University Library facilitates self-learning. Remedial coaching for slow learners and general mentoring of students makes students feel at home. The institution employs a range of ICT-enabled tools to enhance the teaching and learning process, such as smart interactive boards, LCD projectors, video conferencing facilities, a public address system, document cameras, and several online tools. These technologies are utilized to create a more engaging and effective educational experience. Students of respective campus colleges commence their academic program with a Special Induction Program organized by the Principal and faculty members of the

respective University colleges wherein the newly admitted students along with their parents / guardians participate to get familiarised with the University premises. The learning process is systematically conducted in the forms of regular classroom teaching, group discussions, periodical assessment through mid-semester tests, assignments, seminar presentations etc. One interesting feature of this assessment period is each course pursued by a student shall go with two non-core papers of some other course of their choice as a part of CBCS; one each in their second and third semesters. The classes for the non-core papers are held only on Friday and Saturday every week so that each department shall have other courses' students for two days a week thereby achieving a novel learning process and an interdisciplinary student-teacher interaction. The institution has implemented an IT-integrated automatic examination management system, ensuring efficient and timely handling of examinations. Typically, the publication of end-semester results takes an average of 21 days, reflecting the institution's commitment to quick and transparent assessment. All the examinations related activities were done from Pariksha Bhavan.

To further enhance transparency in the evaluation process, students are provided with the option of requesting re-evaluation of their results. Additionally, the institution encourages students to utilize the Digi-Locker facility, which facilitates secure storage and easy access to their academic documents. This digital approach streamlines administrative processes and offers students a convenient way to manage their academic records

Research, Innovations and Extension

The University, committed to maintaining equilibrium between teaching and research, boasts a dedicated faculty whose honesty and passion extend to both realms. The Directorate of Admissions orchestrates the meticulous selection of candidates for M.Phil. and Ph.D. programs, ensuring a rigorous process that includes entrance tests and qualifying courses. The Departmental Research Committee then strategically allocates qualified candidates to research guides, a proposal subsequently gaining approval from the Vice-Chancellor.

The University's research prowess is evident in the remarkable metrics achieved during the assessment period. A noteworthy 1856 Ph.D. degrees were awarded, complemented by 1800 research publications and a commendable average impact factor of 2.02. Faculty members have authored 412 books with ISBNs, showcasing the institution's commitment to scholarly contributions. Research projects sanctioned by esteemed bodies like UGC, DST, CSIR, ICSSR, DBT, and ISRO received an impressive outlay of Rs. 1.00 Crore.

In addition to quantitative achievements, faculty members have actively participated in academic forums as Invited Technical Speakers and presented research findings at numerous national and international conferences. Many departments have forged collaborations on a global scale, resulting in patents and accolades for research merit. The University's consultancy guidelines, introduced during the second accreditation cycle, reflect a formalized approach, contributing to progress in this domain.

The University extends its research promotion to affiliated colleges, granting research centers based on prescribed conditions. Affiliated college faculty receive support in the form of research guidance, subject to eligibility criteria. The University Science Instrumentation Center (USIC) plays a pivotal role in maximizing the utility of major equipment, catering to repair and service needs since its establishment in 1976.

Specialized research centers within the University, such as the ISRO Data Analysis Centre and the Dr. Ambedkar Chair for Social Policy & Social Action, have gained national and international acclaim. Extension activities, primarily through NSS and NCC events, encompass environmental awareness programs, Swachh Bharat initiatives, blood donation camps, and blood group checks.

The University's faculty actively engages in community social responsibility, generating income through consultancy activities. Departments like Physical Education, Civil Engineering, Zoology, Biochemistry, Microbiology, Biotechnology, International Business Management, and Physical Education and Sports Science have contributed substantially to the University's development. This multifaceted approach underscores the institution's commitment to academic excellence, research innovation, and community welfare.

Infrastructure and Learning Resources

Acharya Nagarjuna University (ANU) stands as a beacon of academic excellence with a well-planned infrastructure spread across 274 acres, designed to create an optimal learning and research environment. The university's commitment to providing state-of-the-art facilities is evident through proactive measures taken when introducing new programs. Boasting 13 multi-storeyed buildings, the main campus accommodates academic departments, each equipped with self-contained common halls for seminars, along with seven separate structures for administrative and support functions.

In addition to academic buildings, the campus houses three separate spacious structures dedicated to recreation for faculty, secretarial staff, and students. A remarkable feature is the centrally air-conditioned auditorium with a seating capacity of 1200, complemented by two fully-equipped seminar halls. ANU has embraced technological advancements by implementing E-office systems and examination automation, streamlining internal processes such as approvals and research file processing. The university has also established a Learning Management System (LMS) at the Center for Distance Education, enhancing course management and accessibility.

The Centre for Distance Education, with its impressive structure, caters to tens of thousands of students enrolled in various courses. The Dr. B.R. Ambedkar Memorial Library, a cornerstone of academic resources, houses over 3 lakhs of text/reference books, 8520 e-books/journals, and a Centralized Computer/Instrumentation Laboratory. Additionally, the campus boasts unique facilities like the Sports Hostel, a fully equipped Indoor Stadium, and open playgrounds for organizing mega sports events. Accommodation facilities include six hostel blocks, two for girls, three for boys, and one for Research Scholars, complemented by two guest houses and 26 staff quarters.

Connecting all academic and administrative blocks is an extensive internet facility, ensuring seamless communication. The university prioritizes the digital empowerment of its staff, providing personal computers and internet access to all members. Students also benefit from internet access in the library and centralized laboratories.

Ensuring the well-being of its academic community, ANU houses a Health Centre in an exclusive building with essential medical facilities and a clinical lab. Specialized emergency medical needs are addressed by the nearby NRI Medical College Hospital, located approximately 5 km from the campus.

In the assessment period (2018-2023), ANU has expanded its infrastructural capabilities with initiatives such as the establishment of a 2 MW solar power generating station, a Bio-Gas Plant, and the construction of the College of Architecture Building and Language and Literature Bhavan. These additions and enhancements underscore the university's commitment to modernizing its facilities for the benefit of students and faculty, aligning with its vision of fostering excellence in education and research.

Student Support and Progression

The moment the students join in any programme, the University, takes it as a priority to see that they are supported with all the requirements to facilitate their wholesome development. At the time of admission, the Head/Coordinator of the Department of the course he/she is seeking admission will brief the salient features of the program and he/she will be guided to the important locations of the admission process like hostel office etc. Continuous mentoring of the students by a faculty member of the department attached by the Department's administration is a mandatory component of the student support.

On the academic front, all the students that join a course are exposed to the course content, method of teaching / evaluation, distribution of teaching among faculty, teaching & learning facilities on day one itself. Remedial Coaching is another supporting activity for slow-learners. Appreciation in the form of prizes and cash awards to successful students in inter / intra university competitions is in practice with equal importance.

On the sports front, cash awards are provided to the students who bring laurels to the University in South Zone / South-West Zone / All India Inter-University tournaments at individual as well as team levels. The University provides 10% grace marks for the All India Inter University medalists and 5% grace marks to the South Zone & South-West Zone Inter University Champions in the examinations of the course they are pursuing. Supernumerary seats for the all India Inter-University medalists are provided in P.G. Admission.

Other supporting activities include setting up of Student Medical Fund, Accident Insurance Coverage, Fee-Reimbursement as per Government norms, Yoga Education, Helpline for emergency counselling, Placement and Training Center, Coaching in Preparation for competitive examinations and UGC-NET examination, Women's Security Mechanism, etc.

The progress of the students in the assessment period with the University's support is quite encouraging as recorded by the number of students qualified in examinations like NET/SET/GATE, etc., the percentage of PG students joining Research Programs, securing placements, and the number of sports medallists.

Governance, Leadership and Management

The governance framework of the University aligns with the A.P. Universities Act 1991, including subsequent amendments. The key officers, such as the Chancellor, Vice-Chancellor, Rector, Principals/Dean of University colleges, Registrar, and Finance Officer, are defined by this Act, with the Governor of Andhra Pradesh serving as the Chancellor.

Statutory bodies like the Executive Council, Academic Senate, Board of Studies, Finance Committee, Planning Monitoring and Evaluation Board, and the IQAC are integral to the University's governance structure. Additionally, the institution establishes official positions, approved by the Executive Council as needed. Noteworthy units include the International Students' Cell, ensuring oversight of foreign students' admissions and stay, the Legal Cell, managing legal cases related to University matters, and Hostel Offices, coordinating hostel matters for boys and girls.

Various committees, such as the Departmental Research Committee, Building Committee, Disciplinary Committee, and Malpractice Enquiry Committee, contribute to the operational structure of governance. The University prioritizes a proactive approach to refine its governance system, conducting regular meetings between Principals and Heads of Departments, Directors/Coordinators of Research Centers, and other officers

with the Vice-Chancellor/Rector.

Meetings of the Executive Council are held at least once every three months, adhering to the Act. The Standing Committee to Academic Senate convenes at least once every two months, with its proceedings reported in the biannual Academic Senate meetings. The establishment of the IQAC post the first accreditation underscores the University's commitment to maintaining quality across its components, handling documentation of faculty performance appraisal reports and processing applications for promotions under the Career Advancement Scheme (CAS) as per UGC guidelines.

The Planning, Monitoring and Evaluation Board regularly reviews progress and performance across functional divisions, formulating future development plans. The University manages matters through a well-defined office structure, ensuring cautious consideration of public institution issues.

Financial matters are handled with utmost care, monitored effectively with the Block Grant from the Government of Andhra Pradesh and UGC's Developmental Plan Grants. The dedicated participation of all human resource components in governance underscores the University's commitment to achieving its cherished goals, emphasizing collaborative efforts to drive success.

Institutional Values and Best Practices

Acharya Nagarjuna University, committed to educational innovations, actively promotes eco-friendly practices. Initiatives include a **2-acre Herbal Garden** with 530 rare, medicinal plants. The Environmental Sciences department collaborates with the NSS wing to maintain a 'No-smoking zone,' ensuring a plastic-free, clean, and green campus. These best practices showcase the university's dedication to sustainability and holistic environmental stewardship

1. Annual Academic Exhibition: Hosting an Annual Academic Exhibition serves as a vital link between schools and colleges, aimed at raising awareness about higher education systems among the rural population. The primary objective is to bridge the gap between school and college, fostering awareness and enthusiasm for higher education within rural areas. ANU implements interdisciplinary collaboration by organizing events derived from the university's main theme. This includes seminars, quizzes, project exhibitions, and orientation programs. All government school children from rural areas are invited, with ANU providing hospitality, accommodation, and transportation. The exhibition showcases research projects, innovations, and interdisciplinary projects, encouraging collaborative learning. Through panel discussions, seminars, and community engagement programs, ANU promotes inclusive education initiatives and highlights the impact of higher education on rural communities. The event also seeks partnerships and sponsorships to enhance its scope and impact. Continuous feedback and documentation ensure the exhibition's effectiveness and refinement for subsequent years. The outcomes include cash prizes for excellent models, a smooth transition for school students to higher education, and reduced barriers and misconceptions about university life.

2. Learner Study Centers (LSC's) in Rural Areas: Establishing Learner Study Centers (LSCs) in rural areas increases the Gross Enrolment Ratio (GER) and aligns with the National Education Policy (NEP) 2022. ANU focuses on community engagement, technology integration, and flexible learning options to cater to the target population. Infrastructure development ensures conducive learning environments, while continuous monitoring and evaluation inform improvements. Collaboration with local industries creates internship opportunities, enhancing employability. ANU offers tuition fee concessions and digital access to study materials, encouraging learners' participation. Gold medals and convenient payment gateways further incentivize learning.

3. Creation and Maintenance of an Eco-friendly Campus: ANU's Eco-Friendly Campus initiative aims to create awareness and foster sustainable learning. Through promoting eco-friendly practices, such as bicycle use, public transportation, and plastic alternatives, ANU prioritizes environmental conservation. The campus boasts a Herbal Garden with rare medicinal plants and a **3-acre Organic Vegetable Garden**, showcasing biodiversity and sustainable agriculture. **Battery-operated vehicles (for disabled, women and elders)** enhance accessibility, emphasizing inclusivity and environmental sustainability. Overall, ANU's commitment to sustainability sets a commendable example for creating environmentally conscious learning environments. **2MW Power solar roof top pannels sanctioned by MNRE, Govt. of India under REC scheme-first of its kind in Andhra Pradesh.**

These best practices highlight ANU's dedication to academic excellence, community engagement, and environmental stewardship

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	Acharya Nagarjuna University
Address	NAGARJUNA NAGAR GUNTUR
City	GUNTUR
State	Andhra Pradesh
Pin	522510
Website	www.nagarjunauniversity.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	RAJA SEKHAR PATTETI	0863-2346101	9989541444	0863-2346378	anuiqac@gmail.com
IQAC / CIQA coordinator	SANDHYA COLE	0863-2346102	9441902295	-	sandhya.cole@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	11-09-1976
Status Prior to Establishment, If applicable	PG Centre
Establishment Date	01-01-1970

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	13-07-1982	View Document
12B of UGC	13-07-1982	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	NAGAR JUNA NAGAR GUNTUR	Rural	274	1108838	UG, PG, PROFESSIONAL		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Education/Teachers Training	11	160	171
Universal/Common to All Disciplines	44	218	262

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	6
Affiliated Colleges	433
Colleges Under 2(f)	6
Colleges Under 2(f) and 12B	63
NAAC Accredited Colleges	37
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	9
Colleges with Postgraduate Departments	58
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	7

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	110672_12861_1_1701171156.pdf	
NCTE	110672_12861_4_1701171174.pdf	
PCI	110672_12861_6_1701171181.pdf	
BCI	110672_12861_8_1701171191.pdf	
COA	110672_12861_18_1701171197.pdf	
DEB-UGC	110672_12861_21_1701171209.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	35				65				116			
Recruited	6	1	0	7	2	2	0	4	42	21	0	63
Yet to Recruit	28				61				53			
On Contract	2	2	0	4	0	0	0	0	156	81	0	237

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				552
Recruited	186	61	0	247
Yet to Recruit				305
On Contract	25	24	0	49

Technical Staff				
	Male	Female	Others	Total
Sanctioned				35
Recruited	17	1	0	18
Yet to Recruit				17
On Contract	0	0	0	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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	36	11	0	14	13	0	3	2	0	79
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

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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	0	0	0	101	40	0	144
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	0	0	0	55	41	0	97
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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	4	4	0	8

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Center for Gandhian Studies	Center for Gandhian Studies	Acharya Nagarjuna University
2	Dr.B.R.Ambedkar Chair	Dr.B.R.Ambedkar Chair	Ambedkar foundation New Delhi Ministry of social Justice Govt. of India
3	Mahatma Jyothi Rao Phule Chair	Mahatma Jyothi Rao Phule center	Acharya Nagarjuna University
4	Babu Jag Jivan Ram chair	Babu Jag Jivan Ram chair	Acharya Nagarjuna University

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	517	0	0	0	517
	Female	647	0	0	0	647
	Others	0	0	0	0	0
PG	Male	517	0	0	0	517
	Female	647	0	0	1	648
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	92	0	0	0	92
	Female	59	0	0	0	59
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B++	81	UCycle110092(1).pdf
Cycle 2	Accreditation	B	2.85	UCycle210092(1).pdf
Cycle 3	Accreditation	A	3.08	UCycle310092(4).pdf

Provide the Following Students Details

Total Number of Students in Distance Learning	18121
Total Number of General Students in Institution	3026

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The curriculum framework has been established in accordance with the NEP criteria, including interdisciplinary education, an ideal learning environment, and a learner-centered approach. To that end, a series of seminars and conferences were arranged to raise knowledge and sensitization regarding the NEP-2020 implementation. A comprehensive strategic plan for NEP implementation has been developed and phased implementation has resulted in a multidisciplinary ecosystem. All undergraduate and graduate courses
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	<p>have been reformed to provide interdisciplinary alternatives and the curriculum has been changed to include outcome-based Programme Objectives (POs), Programme Specific Objectives (PSOs), and Curriculum Objectives (COs). Acharya Nagarjuna University is the first University in the country to design MOOCs and implement online education since 2016. The university has made MOOCs a mandatory subject by offering it as an open elective. The University also promotes interdisciplinary/multidisciplinary research concepts on campus. The University has ordered that it would support many multidisciplinary research initiatives on its own. Such domain knowledge admixtures will heavily rely on humanities, social sciences, natural and applied sciences, management sciences, as well as computer science, engineering, education, information technology and so on. Individuals from various backgrounds have been admitted to the University's programmes after completing appropriate bridge courses/remedial classes and being considered qualified for the courses.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As part of implementing the National Education Policy -2020, the University has appointed a committee to guide the university in implementing the NEP-2020. As per the directions of UGC and AP State Council of Higher Education, the University has registered itself to the Academic Bank of Credits (ABC), established on the lines of the National Academic Depository (NAD). NAD is the backbone of ABC, where the students' academic data is held and academic awards are stored (i.e. storehouse of academic awards). Despite the fact that ABC enables students to register or commence credit transfer, the final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records, are administered by academic institutions via the NAD Platform. Hence being the owner of academic awards, Academic Institutions must mandatorily register themselves under ABC via NAD. Compulsory internships/seminars and other forms of experiential learning methods are included in all programs. UGC regulations for ABC and multiple entry/exit systems have been established, and necessary restructuring of relevant laws has been completed for credit transfer under ABC, course registration and so on. The university was registered</p>

	in ABC, and all students were informed and encouraged to register on the ABC portal.
3. Skill development:	<p>Acharya Nagarjuna University offers a wide range of skill development programs designed to enhance students' employability and professional competencies. These programs are structured to cater to the diverse needs and interests of the students. The University collaborates with reputed industries, organizations like Andhra Pradesh State Skill Development Corporation (APSSDC) and experts from Industries to deliver high-quality training and guidance. ANU's skill development initiatives have yielded positive outcomes and made a significant impact on the employability and success of its students. Graduates from ANU have been successful in securing employment in reputed organizations, both in India and abroad. The university takes pride in its alumni who have become entrepreneurs, industry leaders, and contributors to society.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>ANU's commitment to integrating the Indian knowledge system is further evident in its emphasis on cultural understanding. The university recognizes that a holistic education involves not only academic knowledge but also an appreciation for the diverse cultural heritage of India. By organizing events, festivals, and cultural programs, ANU creates a vibrant campus environment that celebrates the richness of Indian traditions. These activities not only enhance cultural understanding among students but also contribute to fostering a sense of unity and pride in the shared cultural heritage. Acharya Nagarjuna University (ANU) demonstrates a strong commitment to the preservation and propagation of linguistic and cultural heritage through its dedicated Telugu and Oriental Languages Department. The Telugu Department plays a pivotal role in safeguarding the Telugu language by offering courses in literature, cultural studies, and linguistic nuances. This effort ensures not only the continuity of the language but also a deeper understanding of the region's rich traditions. Simultaneously, the Oriental Languages Department encompasses a diverse array of classical languages like Sanskrit, contributing significantly to ANU's broader mission of integrating the Indian knowledge system. The university is actively involved in the production and distribution of digital resources that represent the Indian knowledge</p>

	<p>system. This includes the creation of digital libraries, repositories, and e-books in various Indian languages. Furthermore, ANU encourages faculty members to develop multilingual instructional resources. This initiative not only supports the effective teaching of courses in Indian languages but also promotes the creation of diverse and culturally relevant learning materials. Faculty involvement in developing resources ensures that the content is not only linguistically appropriate but also aligned with the cultural context, enhancing the overall learning experience for students. In conclusion, Acharya Nagarjuna University's efforts to preserve and integrate the Indian knowledge system through teaching in Indian languages, promoting cultural understanding, and embracing online education demonstrate a commitment to a holistic and inclusive education. By fostering linguistic diversity, celebrating cultural traditions, and leveraging digital resources, ANU is contributing to the preservation and propagation of India's rich intellectual and cultural heritage in an increasingly globalized world</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Acharya Nagarjuna University (ANU) recognizes the importance of Outcome-Based Education (OBE) in fostering holistic learning and preparing students for real-world challenges. ANU has embraced the principles of OBE to transform its educational approach, shifting the focus from content-centric teaching to measurable outcomes. This write-up highlights ANU's commitment to OBE and its impact on student learning and overall educational quality. ANU has restructured its curriculum to align with OBE principles. The university collaborates with subject experts, industry professionals, and stakeholders to define clear and measurable learning outcomes for each program and course. These outcomes reflect the knowledge, skills, attitudes, and values that students should possess upon completion of their studies. ANU ensures that the curriculum is comprehensive, coherent, and updated to meet industry demands and societal needs. ANU employs innovative learning and teaching strategies to support OBE. The university promotes active and student-centered learning approaches such as problem-based learning, project-based learning, group discussions, and hands-on experiences. These strategies encourage critical thinking, problem-solving, collaboration, and</p>

	<p>communication skills among students. ANU also integrates technology-enabled learning tools and resources to enhance engagement and accessibility. ANU values continuous improvement in its educational practices. The university actively seeks feedback from students, faculty, employers, and alumni to evaluate the effectiveness of its OBE implementation. Regular surveys, focus groups, and feedback mechanisms are employed to assess the attainment of learning outcomes, identify areas for improvement, and make necessary adjustments to the curriculum and teaching strategies. Outcomes and Impact: The adoption of OBE at ANU has yielded positive outcomes and made a significant impact on student learning. Students graduate with a comprehensive skill set, well-rounded knowledge, and a deeper understanding of their chosen fields. ANU's focus on measurable outcomes has improved student engagement.</p>
<p>6. Distance education/online education:</p>	<p>Acharya Nagarjuna University (ANU) has been at the forefront of embracing Distance Education and Online Learning to make quality education accessible to all sections of the society. Recognizing the potential of technology in breaking geographical barriers, ANU has implemented robust distance education . The following are the initiatives in distance education highlighting their benefits and impact. 1. Distance Education Programs: ANU offers a range of distance education programs that enable learners to pursue higher education without being constrained by physical boundaries. These programs are designed to provide flexibility to working professionals, individuals residing in remote areas, and those unable to attend traditional on-campus classes. ANU's Distance education programs include undergraduate and postgraduate courses, diploma programs, and certificate courses across various disciplines 2. Flexibility and Accessibility: Distance education at ANU offer unparalleled flexibility to learners. Students have the freedom to study at their own pace and convenience, allowing them to balance their education with personal and professional commitments. 3. Interactive Learning Experiences: ANU integrates interactive elements into its Distance education programs to facilitate engaging learning experiences. Virtual classrooms, webinars, and live streaming sessions enable real-time interactions</p>

between students and faculty members. 4. Continuous Support and Guidance: ANU recognizes the importance of providing continuous support and guidance to distance education students. The university offers online orientation programs to familiarize students with the virtual learning environment and its resources. Faculty members and academic advisors are available for virtual consultations, providing guidance and clarifying doubts. ANU's commitment to student support services ensures that Distance Education students receive the necessary assistance throughout their educational journey. 5. Assessment and Evaluation: ANU employs various assessment methods to evaluate the progress and learning outcomes of Distance Education students. These assessments include online quizzes, assignments, projects and examinations conducted through secure online platforms. ANU ensures the integrity and reliability of assessments while maintaining high academic standards. Timely feedback is provided to distance education students, enabling them to gauge their performance and make improvements. 6. Recognition and Accreditation: ANU's distance education programs are recognized and accredited by regulatory bodies to ensure the quality and credibility of the qualifications earned. The university adheres to the standards and guidelines set by the Distance Education Bureau (DEB) and other relevant accreditation bodies. This accreditation ensures that distance education degrees and certificates hold the same value and recognition as their on-campus counterparts. 7. Impact and Reach: ANU's distance education had a transformative impact on learners across diverse backgrounds. These programs have opened doors for individuals who were previously unable to pursue higher education due to geographical, professional, or personal constraints. ANU's commitment to delivering quality education through distance learning has empowered countless individuals to upskill, advance their careers, and contribute to societal development.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Acharya Nagarjuna University (ANU) has established an Electoral Literacy Club (ELC), it signifies a proactive effort to enhance political awareness and civic engagement among students. The establishment of an ELC suggests a commitment to promoting electoral literacy, educating students about the democratic process, and encouraging active participation in civic duties such as voting. Members of an Electoral Literacy Club typically engage in activities such as organizing awareness campaigns, voter registration drives, and events focused on educating students about the electoral system, political processes, and the importance of voting in a democratic society. These initiatives aim to empower students with the knowledge and skills needed to make informed decisions during elections and contribute to the democratic fabric of the nation.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Acharya Nagarjuna University is comprised of both student coordinators and faculty members who actively coordinate the club's activities. Students are actively involved in webcasting during elections. This engagement not only showcases the students' active participation in the democratic process but also highlights the University's commitment to incorporating modern technology for transparent and accessible electoral practices</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Clubs (ELCs) at Acharya Nagarjuna University have undertaken a range of innovative programs and initiatives that showcase a holistic commitment to civic engagement and electoral awareness. Here are some notable initiatives: Voluntary Contribution in Electoral Processes: Students actively participate in voter registration drives, not only for themselves but also extend their efforts to the communities they belong to. This initiative helps increase voter participation and ensures a more informed electorate. Assisting District Election Administration: ELC members provide support to district election administration during the conduct of polls. This involvement not only contributes to the smooth functioning of the electoral process but also offers students valuable hands-on experience in election management. Voter Awareness Campaigns: ELCs organize voter awareness campaigns to educate the student body and surrounding communities about the importance of voting, the electoral process, and the impact of active</p>

	<p>civic participation. Community Engagement and Outreach: ELCs engage in community outreach programs to bridge the gap between the electoral process and various segments of society. This involves conducting workshops, seminars, and interactive sessions to address specific concerns and educate diverse communities. Technology Integration: Leveraging technology, ELCs may implement innovative solutions such as online voter registration drives, webinars, and social media campaigns to reach a wider audience and facilitate easier access to electoral information. Educational Programs: ELCs may organize educational programs within the university to cultivate a culture of political awareness, encouraging students to stay informed about political developments and make informed decisions. These initiatives collectively contribute to a vibrant civic culture, where students actively engage with the electoral process and play a role in fostering democratic values, inclusivity, and ethical conduct in elections.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The National Service Scheme (NSS) cell of Acharya Nagarjuna University serves as a dynamic platform for implementing socially relevant projects and initiatives related to electoral issues. One significant initiative involves conducting research projects and surveys to understand electoral behavior, awareness levels, and the impact of policies within the community. Awareness drives arranged by NSS cells are instrumental in disseminating knowledge about the electoral process. Through workshops, seminars, and interactive sessions, the NSS aims to educate both students and the local community about the importance of elections, voting rights, and civic duties. These campaigns contribute to creating an informed citizenry and nurturing a culture of active civic engagement.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Volunteers and team leaders from the university diligently compile the names of recently admitted undergraduate (UG) and postgraduate (PG) students who qualify for voter registration. Subsequently, the Electoral Literacy Club (ELC) takes on the responsibility of not only registering their names on the voter list but also imparting essential education and awareness regarding the online completion of election-related forms. The ELC goes beyond mere registration, ensuring that students are well-informed</p>

about the intricacies of online election form submissions. This educational effort encompasses enlightening students on electronic platforms such as the voter helpline application apps and election commission websites. Annually, the ELC conducts educational sessions for both UG and PG students, guiding them on the utilization of specific forms related to the electoral process. Among the forms highlighted in these sessions are: Form 6B: Letter of Information of Aadhaar number for the purpose of electoral roll authentication Form 6: Application Form for New Voters Form 6A: Application for inclusion of name in Electoral Roll by an overseas Indian electors By integrating practical steps for online registration with comprehensive education on the usage of these specific election-related forms, the ELC ensures that students are not only included in the voter list but are also well-equipped to navigate the electoral process effectively. This holistic approach underscores the ELC's commitment to empowering students with the knowledge and skills necessary for active civic engagement.

Extended Profile

1 Students

1.1

Number of students on rolls year-wise during the last five years (all students in campus needs to be considered here)

2022-23	2021-22	2020-21	2019-20	2018-19
4604	4558	4599	4272	4360
File Description		Document		
Provide the relevant information in institutional		View Document		
Institutional data in the prescribed format		View Document		
Provide Links for any other relevant document to		View Document		
Provide Links for any other relevant document to		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1572	1893	1648	1620	1754
File Description		Document		
Provide the relevant information in institutional		View Document		
Institutional data in the prescribed format		View Document		
Provide Links for any other relevant document		View Document		
Provide Links for any other relevant document		View Document		
Provide Links for any other relevant document		View Document		

2 Teachers

2.1

Number of Full-time teachers in the institution year-wise during last five year

2022-23	2021-22	2020-21	2019-20	2018-19
286	290	282	291	294
File Description		Document		
Provide the relevant information in institutional		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers along with		View Document		

2.2

Total Number of full time teachers worked/working in the institution(without repeat count) during the last five years:

Response: 330

File Description	Document
Provide the relevant information in institutional	View Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format (data)	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
7950.79	5397.67	4618.00	6092.95	7835.45
File Description		Document		
The institutions are encouraged to provide the r		View Document		
Provide Links for any other relevant document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Acharya Nagarjuna University established in 1976, provides a diverse selection of programs with curricula that are industry-focused, societally relevant and in line with national as well as global development requirements.

Acharya Nagarjuna University seeks to maintain and improve its quality in teaching, research, extension, and outreach activities. All the UG programs of the faculty of Engineering follow the AICTE framework, Pharmacy follows Pharmacy Council of India (PCI), Architecture follows Council of Architecture (COA), and Law follows Bar Council of India (BCI), whereas other UG and PG programs align as per the guidelines published by UGC while defining PEOs, POs, and COs.

The curriculum follows a choice-based credit system with electives. The course was mapped to POs. Every course has course objectives and course outcomes. The university website hosts all the syllabus copies of the UG and PG programs with well-defined PEOs, POs, COs, PO mapping, and attainments of PO/CO and articulation.

Website: <https://nagarjunauniversity.ac.in/pages/Programmesoffered/Coursesoffered/>

Vision:

To generate sources of knowledge that dispel ignorance and establish **Truth** through teaching, learning and research

Mission:

To promote a bank of human talent in diversified faculties (Commerce and Management Studies, Education, Engineering and Technology, Humanities, Law, Natural Sciences, Pharmacy, Physical Education and Sports Sciences, Physical Sciences, and Social Sciences and Performing & Fine Arts) that would become an investment for a prosperous society.

The curriculum is reviewed annually by the departmental faculty and members of the Board of Studies as well as senate members of Academic Council. During the current assessment period, the university has introduced new programs that have a significant impact on the latest technological, health, hygiene, environmental and other societal issues such as Forestry, Solid Waste Management, Pollution, Applied Linguistics and Translation Studies, Music, Dance, Irrigation, Water Resources Engineering, etc. (from

2023–2024). A major review of the curriculum is done through curriculum development workshops. The review of programs and courses is undertaken according to the prescribed norms of statutory regulatory authorities, with feedback from all stakeholders and an analysis of current trends along with the industrial requirements is met while maintaining the local, national, and global standards.

The curriculum is designed to enable students to be successful, with a strong emphasis on inter and multi-disciplinary research in priority areas of local, national, and global needs such as the departments of Sociology, Telugu, Pharmacy, Political and Public Administration, Food & Nutrition, Organic Chemistry, Biotechnology, Microbiology, Biochemistry, Commerce, Computer Science, Journalism & Mass Communication, Tourism, Hospital & Administration, etc. Many of the engineering programs are also designed to cater to the requirements of local, global industrial and entrepreneurial requirements.

The curriculum is designed by combining teaching and learning through the use of computers and ICTs, and a value-added component of ICT is included to equip students with Global Competence. It is also in such a way that the students get professional capability in the subject through basic and Skill Training in labs, internships, and field projects during their courses. Students are also encouraged to undertake MOOCs, courses through Swayam and NPTEL, Honors and Minors as interdisciplinary and multidisciplinary areas with internal and external courses.

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

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Acharya Nagarjuna University (ANU) located in Nambur which is a rural region in between Guntur and Vijayawada, Andhra Pradesh, has evolved as a model of higher education dedicated to develop employability, entrepreneurship and skill development among its students, specifically the rural population.

The university's programs have been developed to correspond with the changing needs of the world, ensuring that graduates have the skills and knowledge needed to flourish in their chosen industries and become entrepreneurs with innovative thinking.

ANU's course curricula are regularly and rigorously revised to keep up with current needs of Industry. The institution takes a dynamic approach to curriculum creation, including industry professionals, academics and alumni. This joint effort guarantees that the curriculum is not only updated but also relevant to the issues and possibilities that students will face in the workplace.

The institution recognizes that academic credentials alone are inadequate in today's competitive work environment. ANU has addressed this by including skill development modules in its courses, which include topics such as communication, critical thinking, problem-solving and collaboration. These abilities, known as "soft skills," are useful in any professional context and are developed throughout a student's academic career.

Another tenet of ANU's educational system is entrepreneurship which is setup by incubation centres and entrepreneurship development cells to help potential entrepreneurs to get the required training that the students need to turn their ideas into sustainable enterprises. The institution believes in instilling in its students a spirit of invention and initiative educating them to enter the workforce and generate employment possibilities for others. Curriculum enrichment is attained by designing core courses to improve employability through skill-oriented courses, communication skills, IT and logical reasoning skills.

Every program has been modified to offer skill enhancement courses through specified electives, MOOCs and Skill Development courses. Our university had a Dassault 3D Experience Centre, AI and ML Centre, ANU Satellite Centre, Applied Robotics Control Centre and Advance Data Science Cluster in collaboration with IES and APSSDC to enhance the skills of the students. Placement cells, soft skills labs and communication skills labs were developed for the generation of employability. The Centre for Innovation and IPR, Drone Technology Incubation Centre, Clean Energy and Clear Design Incubation Center and Entrepreneurship Cell were developed to incorporate entrepreneurship skills among the students and motivate them towards the development of innovative ideas and startups. Students are motivated to participate in different hackathons, idea contests, startup competitions, etc. to improve their employability and entrepreneurship skills to meet industry needs and standards.

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

1.1.3

Electronic media and other digital components in the curriculum - Percentage of the Courses on offer by DDE that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years.

Response: 55.7

1.1.3.1 Number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years.

Response: 796

1.1.3.2 Total Number of Courses on offer across all programs by DDE over the last five years.

Response: 1429

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program suture clearly mentioning lesson plan and mode of instruction duly certified by BOS	View Document
Program structure mentioning the courses and mode of academic content delivery hosted in institutional website (courses relevant to the metric intent need to highlighted clearly)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim	View Document

1.2 Academic Flexibility

<p>1.2.1</p> <p><i>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</i></p> <p>Response: 32.53</p>	
<p>1.2.1.1 <i>Number of new courses introduced during the last five years</i></p> <p>Response: 847</p>	
<p>1.2.1.2 <i>Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years</i></p> <p>Response: 2604</p>	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework enshrined in Sustainable Development goals and National Education Policy – 2020 into the Curriculum

Response:

The University seeks to provide an all-rounded education that equips students to confront and engage with these vital areas of society and their professional lives by including themes such as professional ethics, gender, human values, environment and sustainability.

Professional ethics and human values are heavily emphasized in the curriculum. These courses have been introduced in all UG engineering programs. The law department includes a research methodology course that includes ethics and values, while the journalism and mass communication departments teach some courses on ethics.

Women and girls within and around ANU need to be empowered as well, because they are a part of society. The Women Empowerment Cell and Center for Women Studies develop a plan for empowering women in economic, social and legal domains to strengthen their position in families and society by organize training programs such as

- Awareness about organic food products and farming.
- Awareness about the benefits of diet and nutrition in increasing breast milk production for breast feeding mothers.
- Self defence classes like karate for the girl students.

The Centre for Mahayana Buddhism Studies enhances research in the fields of Theravada Buddhism, Mahayana Buddhism, Buddhist epistemology, Buddhist ethics, Engaged Buddhism, and Buddhist science and technology with multi-disciplinary fields and makes significant contributions to Buddhist Acharyas, viz. Acharya Nagarjuna, Aryadeva, Bhavaviveka, Buddhapalaita, Dignaga, etc.

In compliance with the university's sustainable goals, the plant biodiversity on campus is increased by supplying herbal plant material to students, researchers and other relevant persons because, their therapeutic capabilities are critical in maintaining the balance between man and nature. The introduction of hundreds of valuable wild, unusual, fragile, and endangered medicinal plant species from throughout the world has lately revitalized the herbal garden of the university.

The University has switched from conventional energy consumption to renewable energy utilization by establishing a 2-MW solar power generation plant on the University building rooftops, using electrical vehicles for internal transportation and garbage collection as well as constructing rainwater pits on campus, which helps to increase the groundwater table.

To maintain the good health and well-being of the students and staff, the University has a health Center with a 24/7 ambulance facility. Our University provides quality education to students from rural backgrounds, and the Centre for Distance Education is also providing quality education to working professionals and others who are not able to pursue regular modes of education by establishing different

study centres in different rural areas.

Our University has Alkaline and R.O water plants (Kangen)for drinking water and a separate overhead tank and water storage pond for usage. We have incubator centres, Innovation & IPR centres, Dassault 3D experience centre, IOT centre, etc. to meet the needs of industry and innovation for sustainability.

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

1.3.2

Number of certificate / value-added courses /Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM / e_Pathshala/ NPTEL and other recognized platforms where the students of the institution have enrolled and successfully completed during the last five years

Response: 247

1.3.2.1 Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms(without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 247

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View 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 (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document

1.3.3

Percentage of Programmes that have components of field projects / research projects / internships

during last five years

Response: 22.4

1.3.3.1 Total Number of programmes that have components of field projects/research projects/internships (without repeat count) during last five years.

Response: 71

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years.

Response: 317

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element offield projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transactions is obtained regularly from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Feedback analysis report submitted to appropriate committee/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 and its report to appropriate committee/bodies	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

Enrollment Percentage

Response: 80.25

2.1.1.1 *Number of Sanctioned seats year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
2369	2169	2139	2059	2029

2.1.1.2 *Number of seats filled year-wise during the last five years, (only first-year admissions to be considered)*

2022-23	2021-22	2020-21	2019-20	2018-19
1814	1590	1943	1649	1643

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[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 year-wise during the last five years

Response: 97.58

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1248	1172	1092	1032	1010

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1301	1195	1116	1057	1023

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the 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

2.1.3**Average variation in enrolment of learners in the DDE during the last five year****Response:** 299**2.1.3.1 Number of learners admitted afresh in the programmes offered by the DDE year-wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
21250	15789	15474	60789	26514

File Description	Document
• Provide the relevant information in institutional website as part of public disclosure	View Document
• List of programme-wise fresh enrolled learners year-wise authenticated by the Registrar of the institution	View Document
• Institutional data in the prescribed format (data template)	View Document
• Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The students of ANU are classified into Slow/Advanced Learners, based on their performance in the First Internal examinations in the semester.

Activities for Slow Learners:

Assessment of Learning Levels of Students varies from specialization to specialization. Typically the learning levels are assessed through the performance of Students in their continuous internal evaluation. In common, Counselling and Remedial Classes are the common phenomenon used to handle Slow Learners.

Bridge courses/workshops/Orientation programs are generally conducted across the departments to improve and overcome the English communication skills and language barrier.

Remedial Classes are organized to slow learners based on marks in the internal exams. In order to improve them, most of the faculty prepare question banks and course materials. Case studies, seminars and day to day assignments are conducted for the slow learners to understand the concept and to improve their performance.

Few courses are even being hosted in ANU MOOCs so that the slow learners can register and repeatedly

access the material to improve their performance. They are also encouraged to access e-Learning materials hosted on e-PG Patshala.

Advance Learners:

To support the advanced learners, there are lot of initiatives undertaken by the University to pursue their career specific goals. CSIR-NET/SLET classes and special coaching classes of UPSC are conducted daily from morning 7:00 to 9:00 by the faculty from reputed organizations.

The University organizes Hands on Training, Supervised field work training and orientation programs for Capacity Building.

The advanced learners are encouraged to take up additional courses like NPTEL – MOOCs, Summer Internships in Industry and working with NGO's. They are also encouraged to work in the seed projects of the faculty and present research papers in seminars/conferences/workshops etc., as well as publish their articles in reputed journals.

For the overall development, students are encouraged to participate in various extra-curricular and co-curricular activities.

Workshops/seminars/conferences/ awareness on trending topics/technologies are organized for the benefits of the students. Learning programs are designed to provide healthy peer motivation by enabling the participation of all categories of students like Advanced, Average and Slow learners for the exchange of knowledge.

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

2.2.2

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

Response: 16.1

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2.3

Learners from Special Target Group: Average number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE over the last five years

Response: 54.6

2.2.3.1 Number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE year wise over the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
142	59	51	15	6

File Description	Document
Relevant certificate of authenticity of the target groups to be provided	View Document
Data as per data template	View Document
Certified list of social target groups of learners admitted in the institution by the head of the institution	View Document
Provide Links for any other relevant document to support the claim	View Document

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 experience and teachers use ICT-enabled tools including online resources for effective teaching learning process

Response:

Experiential learning:

Students centric methods are adopted depending upon the course of study and the faculty. The Faculty of Arts, Commerce, Social Sciences and Management predominantly use Quiz/Seminars/Presentations/Role Plays/Group Discussions/Cases Studies/ Flipped Classroom/Guest Lectures/Conferences/Workshops etc., as part of Teaching-Learning. They are also encouraged to prepare for competitive examination thereby improving the problem –solving skills.

The Faculty of Law encourages special MOOT courts to inculcate participative and experiential learning. To enhance the students’ innovation and creative learning, real time application projects are been incorporated in the curriculum which is a part of Experimental Learning.

To improve the students understanding of the concerned theory and practical experience, more emphasis is given to the Laboratory work. In the curriculum, to enhance students knowledge through practical experience, at least two lab courses are being prescribed.

Departments are given flexibility to organize field trips to interact with experts and gain knowledge. Internship and field trips are being mandated in majority of the Programs where all these are applicable to enhance their learning experience.

All the departments have ICT enabled classes and the teachers predominantly use such tools for improved teaching learning process making it interactive.

ANU MOOCS is a special platform created by University to create internal Online Resources for enhanced learning.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The Mentor-Mentee Program at Acharya Nagarjuna University is a valuable initiative to support

students, especially those from rural backgrounds with diverse socio-economic experiences, in adapting to their new academic environment and achieving success. This program involves mentors (faculty members) guiding and assisting mentees (students) in various aspects of their academic and personal issues. Here are the responsibilities of each key role within the program:

Responsibilities of a Mentor:

Regular Meetings: Meet with the group of assigned students at least twice a month to maintain regular contact and offer support.

Student Record Keeping: Maintain comprehensive records of the mentees, including personal information, contact details, academic performance, and progress. This helps in monitoring their academic growth.

Continuous Monitoring: Continuous monitoring, counselling, guidance, and motivation to the students is given to help them navigate through their educational journey effectively.

Academic Guidance: Academic Guidance is given to the students on important academic aspects such as choosing electives, projects, and summer training opportunities.

Parent/Guardian Communication: Parents or guardians are contacted whenever necessary, especially in the cases of academic irregularities, negative behavioral changes, interpersonal issues or detrimental activities.

Career Development: Provide guidance on career development and professional choices, including higher education options.

Long-Term Support: Maintain contact with students even after their graduation to offer guidance and support as they enter their professional lives.

Reporting: Inform the Head of Department (HOD) if any administrative action is required regarding a student.

Progressive Record: Keep a detailed progressive record of each student's development and achievements.

Professional Guidance: Offer advice on professional goals, career selection and the qualities needed for career growth, such as morale, honesty and integrity.

Coursework Specific: Provide guidance regarding attendance and performance in their coursework.

Responsibilities of a Mentee:

Regular Attendance: Attend mentor-mentee meetings regularly as scheduled.

Provide Information: Fill out personal information in the provided form when joining the mentor-mentee system.

Academic Information: Share details of attendance, continuous assessment, examination results and participation in the co-curricular and extra-curricular activities when requested by the mentor.

Seek Guidance: The Mentors are at the easy access of the students who can seek guidance related to academics, personal issues or career choices which shall repose confidence in the mentees.

University has Psychology department which plays a pivotal role in handling psychological issues. In university women's hostel psychology classes are conducted twice per week.

Heads and faculty of the departments act as mentors to address academic issues of the students, such meetings are organized on need basis.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

Development of Self-Learning Material (SLM) at DDE

Process followed for development of Self-Learning Material by DDE.

Response:

Acharya Nagarjuna University, Centre for Distance Education (ANUCDE) prepares Self Learning Material (SLM) for all the programs that are approved by UGC-DEB. To develop SLM and syllabus for various programs a committee headed by experience faculty from different fields of study is formed. The curriculum is framed based on UGC model and Learning Outcome-based Curriculum Framework (LOCF).

ANUCDE's policy of developing SLM is based on the guidelines mentioned in UGC-DEB Regulations. ANUCDE follows meticulously all the DEB regulations in preparation for SLM. All the academic and financial matters are placed for discussion and approval in CIQA, BoS, Advisory, Standing Committee, and Academic Senate. They are the guiding forces for the efficient functioning of all the activities in ANUCDE. For the then courses approved by DEB, ANUCDE has adopted UGC (ODL) Regulations, 2017 and for the latest courses, UGC (ODL) Regulations, 2020 are adopted for preparing the SLM.

As the learners of ANUCDE are either working professionals or housewives etc., and they do not get time to study in face-to-face mode, digitalised SLM is provided to them on our website and also in printed form. The programs available in ANUCDE are learner-centric and the curriculum is on par with the conventional mode. ANUCDE has farmed guidelines for the lesson developers considering the requirements of the learners and DEB regulations. SLMs are developed by the local resource persons who are either University faculty or faculty of affiliated colleges.

SLM is prepared to ensure the quality of learning material for distance learners. Each course syllabus contains units that are divided into lessons. The course material provides an environment for practice at the learner's own pace and in his/her own time. The developed SLM is incomprehensible, self-sufficient, self-reliant, self-inspired and self-assessed. The SLM is prepared by the faculty considering – learning objectives, examples and demonstrations, scientific words, self-evaluation, abstract, main points, recommended readings etc. During preparation of the material, course content is matched using technology and enhanced learning of the learners with cost-effectiveness.

ANUCDE adheres to the following procedure for the development of self-learning material:

1. Basing on the approved curriculum and syllabus by Core BoS members, (consisting of chairperson, convener, Deans of all faculties, Executive members, Chairpersons of PG & UG of concerned subjects and Industrialists), the academic advisors of respective programs identify editors and lesson writers for various courses and submit the same to the CDE Director for approval.
2. The list of identified SLM Editors & lesson writers, program-wise and course wise are approved by the Authorities. And proceedings are issued along with guidelines for developing SLM.
3. Meetings are conducted with the editors and lesson writers to discuss the process of developing the content.
4. The lesson writers submit their lessons to their respective editors for finalizing the material. Then the material is sent for printing.
5. Revision of SLM is exercised whenever necessary with the permission of statutory bodies.

File Description	Document
Policy document on SLM	View Document
Any other relevant information	View Document

2.3.4

Availability of digitized SLMs for the learners - Percentage of programs offered by DDE having access to online SLMs

Response: 99.51

2.3.4.1 Number of learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners during the last five years.

Response: 1422

2.3.4.2 Total number of SLMs developed by the institution across all the Programs offered by the DDE.

Response: 1429

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of Digitized SLM program wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Links to digitized SLM hosted in the institutional website	View Document

2.3.5

DDE's Mechanism to provide academic counseling support and Academic counselling sessions conducted

An Institutional mechanism is in place to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills; Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre.

Response:

ANU CDE follows the UGC DEB regulations 2020 guidelines in providing academic counselling support to all learners enrolled with us. ANU CDE offers 13 UG programs and 14 PG programs approved by UGC DEB along with 4 Diploma / Certificate programs approved by statutory authorities of ANU. To develop required competencies and skills to learners, academic support is provided at two levels namely:

- 1. Operational Counselling support during admission:** During the Admission cum Counselling, the prospective learners are guided and helped in admission process by the staff at ANU CDE and approved LSCs.
- 2. Academic Counselling support during Personal Contact Programs:** The academic counselling support is conducted in the following manner:

Induction Programme: After the enrolment of students, induction programme is conducted for them. During induction programme, the enrolled learners are briefed about - regulations to be followed in attending PCP classes, submission of assignments, formative assessments, examination pattern, etc. This programme is conducted at all the LSCs in the beginning of the academic year.

Personal Contact Programme classes: The Personal Contact Programme (PCP) for UG/PG courses is conducted for 12 to 15 hours in every academic session (odd and even semesters). Course induction is conducted for all the programmes by faculty members of concerned courses. The learners are briefed about the learning objectives of the course. For some programs counselling sessions are not limited to

theoretical classes, but equal emphasis is laid on practical lessons so as to ensure hands-on training to the learners. The counsellors help the students to clarify their subject doubts, completing assignments and preparing for semester examinations. The academic counsellors at LSCs guide the students both in academic and non-academic areas and make their learning easy and interesting.

Before commencing PCP, ANUCDE dispatches SLM to learners, uploads SLM in the website for online access, informs about the academic sessions and schedule through website notifications, emails, and sms alerts.

ANU CDE at its headquarters monitors all the academic counselling activities of its LSCs periodically in the following way:

1. ANUCDE maintains a web portal giving all relevant information to the LSCs time to time.
2. LSCs provide a holistic report of all aspects of the functioning and quality of programme delivery periodically especially during the Admissions, Examinations, and Counselling Sessions etc.
3. The PCP reports submitted by the LSCs are analyzed by the academic staff at ANU CDE and expenditure amounts are released for those LSCs who fulfill all the requirements.
4. Log in id is given to the LSCs to upload student's assignment marks.
5. Regular personal monitoring and interaction is done by the ANU CDE Director and other administrative staff with the functionaries of the LSCs.

File Description	Document
Schedules of different counseling activities	View Document
Reports on counselling sessions from RCs / LSCs / Finance division.	View Document
Report of academic Counseling sessions	View Document
Payment vouchers to be produced Learner Support Centres under each Regional Centre year wise	View Document
Monitoring reports of LSCs	View Document
Any other relevant information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 135

2.4.1.1 *Total Number of Sanctioned year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
213	213	213	213	213

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	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 Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 82.42

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt during the last five years.

Response: 272

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 15.43

2.4.3.1 Total teaching experience of full-time teachers (for the latest completed academic year

Response: 4413

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4

Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics in DDE respectively year wise over the last five years

Response: 99

2.4.4.1 Number of Fulltime teachers and other academics appointed in DDE against the sanctioned post during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
32	43	51	61	45

2.4.4.2 Number of sanctioned post of full time teacher and other academics available in DDE

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

File Description	Document
The DVV may seek for selected appointment order of full time teacher and other academics during DVV process	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Proof of posts in sanction	View Document
List of full time teachers and other academics authenticated by the head of the institution	View Document
Institutional data in the prescribed format (data template)	View Document
• Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.5

Learner : Academic Counsellor ratio

Response: 4.14

2.4.5.1 *Number of empanelled Academic Counsellors for the latest completed academic year*

Response: 5137

2.4.5.2 *Number of learners during the last completed academic year*

Response: 21250

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of Academic counsellor	View Document
Institutional data in the prescribed format (data template)	View Document
Further details of payment or proof of engagement of Academic Counsellor of specific LSC will be sought by DVV during clarification	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 17.2

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date declaration of results year-wise during the last five years

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

File Description	Document
Result Sheet with date of publication	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.35

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
39	39	22	26	31

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9208	9116	9198	8544	8720

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	View Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document
Institutional data in the prescribed format (data template)	View Document
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	View Document
Copies of the purchase order and bills/AMC of the software.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.4***Formative Assessment procedures at DDE******Standard Operating Procedures employed for continuous (internal) assessment followed by the DDE*****Response:**

ANUCDE has formulated formative assessment procedure based on UGC DEB regulations 2020. All the academic and administrative matters of ANUCDE are discussed and approved in CIQA, BoS, Advisory, Standing Committee, and Academic Senate. The process of examination, evaluation, assessment, and certification mechanism of ANUCDE is as follows:

1. ANUCDE adheres to the guidelines framed by the UGC, DEB from regularly for conducting the exams.
2. ANUCDE established an Examination wing for examination, evaluation, assessment and certification of learners enrolled in various programs that follows standards in conventional mode.
3. The performance of students enrolled in ANUCDE is evaluated in multitier phases which include self-assessment, continuous or formative assessment, and summative assessment at the end of each semester through examination. Further Project / Practical work is assigned to the students, depending upon the requirement of the course.
4. In addition to continuous evaluation component, the end semester examinations are conducted in pen and paper mode with maximum 3 hours duration at identified examination centres which are duly approved by the statutory authorities of the university.
5. The examination centres are under the direct control of Coordinator and monitored through regional coordinators and observers.
6. The setting up of question papers and evaluation of answer scripts are done by qualified teachers at the university under the control of Examination wing in the ANUCDE.
7. Evaluation procedure is followed in two parts – internal assessment and external assessment. Every theory paper carries 100 marks, out of which 70 marks are reserved for semester-end examinations and remaining 30 marks are reserved for the assessment in the Internal exams. The ratio of marks allotted to continuous internal assessment (assignments) and external assessment to end-semester theory examination is 30:70.
8. If theory paper carries 50 marks, the total 50 marks are earmarked only for theory examination without internal assessment.
9. After evaluation, based on the performance, students are assigned grade letters and grade points (GP). Results are published on our website and certificates are posted to the student's address.

The Standard Operating Procedure employed for continuous assessment (Internal Assessment) followed by ANUCDE is as follows.

1. The assignments of the theory subjects submitted by the students are considered for the Internal Assessment by the faculty of ANUCDE which are posted on the ANUCDE website.
2. These assignments are prepared by the SLM provided to the learners and are submitted by them in the midst of the session during the conduct of the personal contact programs at LSCs.
3. Academic Counsellors of LSCs guide the learners to complete their assignments and later evaluate them and submit marks to ANUCDE through web portal.

4. The marks obtained in the assignments are directly considered for the internal assessment of the learner and are included in the final marks sheet of the students along with Summative Assessment (end semester) marks.

File Description	Document
Policy documents on Evaluation Methodology of DDE	View Document
Any other relevant information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The University has introduced Outcome-Based Education in alignment with the UGC guidelines for all its programs. This approach not only emphasizes knowledge but also encompasses the development of skills, attitudes, and values. Following the guidelines of the National Education Policy, the university has undertaken a comprehensive revision of the syllabus for all programs. This revision includes the introduction of core courses, skill development courses, community engagement courses, and project/internship components tailored to the specific requirements of individual programs.

Presently, all programs within the institution have formulated their Program Outcomes (PO), Course Outcomes (CO), and Program-Specific Outcomes (PSO). These outcomes are transparently presented on the university's website and are communicated to students during the orientation Program.

All the revised syllabus follows OBE and have published PO, PSO as wells as CO along with Mappings. They are published on department website and in their respective syllabus books.

The attainments procedure followed in ANU as follows:

1. The internal marks of the subjects are entered in the table and Continuous Internal Assessments (CIA) is calculated which is Direct Assessment1 (DA1).
2. The Direct Assement 2 (DA2) is obtained through Semester End Examinations (SEE).
3. The Indirect Assement (IDA) is obtained from the exit feedback survey taken from the students before the end of the semester. The exit survey is based on a marking scheme of 1 to 5 for each CO.
4. The Direct CO attainment level is 30% of Continuous Internal Assessment (CIA) and 70% of Semester End Examinations (SEE).
5. The Course Outcome Attainment (COA) is 80% of Direct Assessment and 20% of Indirect

Assessment.

6. Based on COA values as calculated in the previous steps, perform the PO / PSO attainments calculations.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 91.03

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

Response: 1431

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the Controller of Examinations indicating the pass	View Document
Annual report of COE highlighting the pass percentage of students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.6.3

Submission of assignments - Percentage of learners submitting assignments

Response: 75.86

2.6.3.1 *Number of learners enrolled in the preceding academic year (only newly enrolled in programmes offered by DDE) have submitted assignments as per the academic calendar (Data for the latest completed academic year)*

Response: 11977

2.6.3.2 *Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled)*

Response: 15789

File Description	Document
Report of the DDE on assignment submission status of learners duly endorsed by the Head of the institution for the latest completed academic year	View Document
Institutional data in the prescribed format (data template)	View Document
Web-link to academic calendar of the Institution	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.6.4

Percentage of learners passed out term end examination

Response: 54.21

2.6.4.1 *Number of learners passed out the term end examination (only newly enrolled in programmes offered by DDE in the latest completed academic year)*

Response: 8559

2.6.4.2 *Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled)*

Response: 15789

File Description	Document
Result sheet of learners duly endorsed by the Head of the institution for the latest completed academic year	View Document
Institutional data in the prescribed format (data template)	View Document
Annual Report of the DDE highlighting pass percentage of the learners who appeared in the exam	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: 3.94

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

2.7.2

Online Learner Satisfaction Survey regarding teaching-learning process .(For Distance learners)

Response: 3.63

File Description	Document
Database of all currently enrolled Distance Learners	View Document
Any other relevant information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The University's unwavering commitment to research is etched in its very fabric. This dedication manifests in the constant evolution of its research facilities, fuelled by a diverse range of funding sources like Extramural Grants, UGC-SAP, DST-FIST, MHRD and Internal Grants. As a result, a dynamic environment teeming with cutting-edge equipment, software and expertise is attracting and nurturing the brightest minds across various disciplines.

But the University's vision extends beyond the confines of academics. Recognizing the interconnectedness of knowledge and social responsibility, it has established the Centre for Social Responsibility (CSR). This dynamic hub serves as a catalyst for positive change, raising awareness about social issues and empowering nearby communities through targeted training programs. By boosting their business acumen and confidence, the CSR empowers these communities to achieve self-sufficiency and flourish both socially and economically.

For the entrepreneurial spirits within the student body, the Centre for Entrepreneurship Development (CED) acts as a launch pad. This vibrant hub not only ignites passion for industrial/business ventures through curated seminars and interactions with industry leaders, but also fosters a spirit of innovation and risk-taking. Witnessing first-hand the success stories shared by seasoned professionals, students gain the confidence and inspiration to chase their own entrepreneurial dreams.

The impact of the University's research extends far beyond individual disciplines. The exclusive research chairs dedicated to social justice icons like Mahatma Gandhi, Dr. B.R.Ambedkar, Mahatma Jyothi Rao Phule and Babu Jagjivan Ram have created a vibrant space for exploring their philosophies, ideologies and contributions to social harmony.

Furthering this quest for understanding and change is the Centre for Gandhian Studies. By delving into various facets of Gandhi's life and teachings, the centre guides scholars and students in applying his principles to navigate the complexities of the contemporary political landscape. This critical engagement with Gandhi's legacy ensures that his timeless ideals of non-violence, equality, and social justice remain relevant and inspire action in the 21st century.

Beyond the realm of social sciences, the History and Archeology department takes us on a fascinating journey through time. By deciphering inscriptions and artifacts left behind by ancient and medieval dynasties, researchers peel back the layers of history, uncovering the social, economic, and cultural landscapes of a bygone era.

The institution **has consistently strived** to meet international standards by providing researchers with modern infrastructure, advanced research equipment, workstations and software.

Workstations and Software: The University **has provided** students and researchers with modern workstations equipped with essential software and tools like DELMIA, SIMULIA, and CATIA for data analysis, modelling, simulation and other research activities.

UGC-SAP, DST-FIST: The University **has actively leveraged** funding opportunities provided by national agencies like UGC-SAP and DST-FIST. These programs **have supported** research infrastructure development and **have provided** financial assistance for acquiring specialized equipment, software, and establishing research centres of excellence.

DST FIST SOPHISTICATED LAB and MHRD -DIC ANU SATELLITE CENTER: These research facilities **stand as testaments** to the University's unwavering commitment to fostering research and innovation.

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

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 54.57

3.1.2.1 *Amount of seed money provided by institution to its teachers for research year- wise during the last five years(INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
165.845	32.00	22.5	31.0	21.50

File Description	Document
Sanction letters of seed money to the teachers is mandatory.	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship / financial support by various agencies for advanced studies/ research during the last five years.

Response: 10.61

3.1.3.1 Number of teachers who received national / international fellowship / financial support from various agencies, for advanced studies / research; year-wise during the last five years.

Response: 35

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 70.69

3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years.

Response: 275

3.1.4.2 Number of PhD Scholars enrolled during last five years.

Response: 389

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document

3.2 Resource Mobilization for Research

3.2.1

Research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, Endowment Research Chairs during the last five years

Response: 1461.9

3.2.1.1 Total Grants for Research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, Endowment Research Chairs during the last five years (INR in Lakhs).

Response: 1461.9

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the letters of award for research, endowments, Chairs sponsored by Government and non-government sources	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.12

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 39

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
E-copies of the grant award letters for research projects sponsored by government agencies.	View Document

3.3 Innovation Ecosystem

3.3.1

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 technology/knowledge and the outcomes of the same are evident**Response:**

Acharya Nagarjuna University established an Intellectual Property Rights (IPR) cell to protect the innovative research ideas of the creative minds as dedicated guardian. The cell providing the information to its faculty, researchers, students about IPR and encourages the protection of valuable intellectual properties like patents, copyrights and trademarks etc., to prevent unauthorized copying, ensuring rightful recognition and rewards for their efforts. This cell acts as a bridge between academics and industry. It helps inventors navigate commercialization, connecting them with potential investors and companies to bring their creations to the real world.

The University has taken initiatives to establish two important research facilities in the Department of Physics: DST FIST Sophisticated Lab and MHRD-DIC ANU Satellite Center. These facilities contribute to the advancement of research and technology in their respective fields. **MHRD-DIC ANU Satellite Center:** The MHRDDIC (Ministry of Human Resource Development, Design Innovation Center) ANU Satellite Center was established in collaboration with the MHRD and ANU (Acharya Nagarjuna University). This center focuses on satellite technology and applications. It serves as a hub for research, development and innovation in satellite-related technologies. The center engages in satellite design, development and testing as well as training programs for students and researchers. It provides opportunities for students to gain practical knowledge and skills in satellite technology, fostering innovation and entrepreneurship in the field. The MHRD-DIC ANU Satellite Center contributes to advancements in satellite technology and applications, benefiting both the University and the wider scientific community. Another research Lab was established in Engineering college to cater the needs of Engineering graduates, Post graduates and Research scholars with latest softwares. ANU collaborates with industries and organizations to promote knowledge exchange and technology transfer. These collaborations facilitate industry-academia partnerships, joint research projects, internships and other initiatives to bridge the gap between academia and the industry. Also, University has got approval for establishment of **two incubation centres from Tree-D Hubs (Drone technologies) and Jesvid Cryo.**

The University actively operates the IPR cell to unlock the true potential of its intellectual wealth, fueling advancements and to build competitive edge in global scenario.

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

3.3.2

Number of awards received for research/innovations by the institution/teachers/research scholars/students during the last five years

Response: 129

3.3.2.1 Total number of awards received for research/innovations by institution/teachers/research scholars/students during the last five years.

Response: 129

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
e- Copies of award letters issued by the awarding agency	View Document

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research through:

- 1. Inclusion of research ethics in the research methodology course work*
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)*
- 3. Plagiarism check through software*
- 4. Research Advisory Committee*

Response: A. All of the above

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included.	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

Number of Patents awarded during the last five years..

Response: 5

3.4.2.1 Total number of Patents awarded during the last five years..

Response: 5

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	View Document
Institutional data in the prescribed format (data template)	View Document
e-copies of letter of patent grant.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3

Number of Ph.Ds awarded per recognized guideduring the last five years

Response: 9.7

3.4.3.1 *How many Ph.Ds were awarded during last 5 years*

Response: 1950

3.4.3.2 *Number of teachers recognized as guides during the last five years*

Response: 201

File Description**Document**

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

PhD Award letters to PhD students.

[View Document](#)

Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

3.4.4

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

Response: 10.84

3.4.4.1 *Number of research papers published in the Journals as notified on UGC CARE list during the last five years*

Response: 3577

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5

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

Response: 1.06

3.4.5.1 Total number of books and chapters in edited volumes / books published during the last five years.

Response: 350

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of chapter/book with the links redirecting to the source website.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4.6

E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Undergraduate)
3. For SWAYAM
4. For other MOOCs platforms
5. Any other Government Initiatives
6. For Institutional LMS

Response: A. Any 4 or more of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Give links to upload document of e-content developed showing the authorship/contribution	View Document
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.7

Bibliometrics of the publications during the last five years based on average Citation Index in Scopus/ Web of Science

Data to be provided for the last five years:

- ***Title of the paper***
- ***Name of the author***
- ***Title of the journal***
- ***Year of publication***
- ***Citation Index***

Response: 6.22

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.8

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-Index of the University

h-index of the institution based on publications made in Scopus Web of Science during the last five years

Data for the last five years will be considered

- ***Title of the paper***
- ***Name of the author***
- ***Title of the journal***
- ***Year of publication***
- ***H index***

Response: 39.5

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

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 254.11

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
100.06521	44.72904	23.36823	52.12756	33.82000

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years

(Showcase at least four case studies to the peer team)

Response:

Acharya Nagarjuna University and Mahatma Gandhi National Council of Rural Education (MGNCRE) jointly organized Comprehensive Sanitation Management (including ODF) in Namburu and Kaza villages.

Acharya Nagarjuna University has established National Service Scheme (NSS), National Cadet Corps (NCC), Community Social Responsibility (CSR), Centre for Entrepreneurship Development (CED), Centre for Gandhian Studies, Centre for Women's studies, Center for Dr. B.R. Ambedkar Chair, Mahatma Jothirao Phule Study Centre and Babu Jagjivan Ram Chair.

Acharya Nagarjuna University faculty and students have been involving Swachh Bharat, Swacchata Hi Seva, Swacch Pakwada, Clean and Green, Plastic eradication, Plantation, Blood donation, Medical Camps, Disaster risk Management, Rural community risk management, creating awareness rallies towards an open defecation free society, Voter Awareness, women's rights, Girl child education, Gender sensitization, pulse polio immunization programs, tree plantation drives and on drug abuse.

Community Social Responsibility has organized Training programme on Bamboo crafts training for

inmates of Ujjawala home at Nagarjuna Nagar. The training was given for orphan women to enhance the skills, orphan women to increase their self confidence for their liveliness.

Centre for Women's studies is developing the strategies for empowering women in the economic, social and legal fields to improve their role in families and society and has been conducting training programmes on Kitchen Gardening and Vermicomposting, training programmes on importance of Breast feeding to lactating and pregnant mothers in collaboration with ICDS.

CED has been organizing Lecture –cum- interaction programme to the students on Professional Skills for Entrepreneurship and Idea Generation & Startups.

Centre for Dr. Ambedkar Chair, Mahatma Jothirao Phule Study Centre, Babu Jagjivan Ram's chair promotes research on ideology to ensure Social Justice and Empowerment of vulnerable sections such as SC's, ST's, OBC's, Minorities and other weaker sections of the society.

Centre for Gandhian Studies promotes understanding of the various facets of Gandhian thought by organizing seminars/workshops on topics related to Gandhian Philosophy, Gandhian Economics, Gandhian political thought and organized the Relevance of Gandhiji in the Present Context through All India Radio.

Acharya Nagarjuna University sensitizes its students to develop social values, widen their social responsibilities and knowledge towards community issues and challenges.

File Description	Document
Upload any additional information	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Provide the link for additional information	View Document

3.6.2

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

Response: 109

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	12	15	22	28

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Detailed list and 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

3.7 Collaboration

3.7.1

Number of functional MoUs/linkage 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: 107

3.7.1.1 Number of functional MoUs 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 year

Response: 107

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaboration activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	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 facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Response:

Due to the COVID-19 pandemic, Acharya Nagarjuna University has adopted a blended mode of teaching and learning. The University has invested in and developed online teaching facilities to ensure uninterrupted education for students. Platforms such as MS Teams, Google classroom, and Zoom have been widely utilized to facilitate effective teaching during the outbreak.

To support faculty in transitioning to online teaching, the University has conducted continuous faculty development programs focused on online teaching systems and blended learning. These programs have helped faculty members to enhance their skills and adapt their teaching methodologies to the online environment.

The University has also made sure to provide adequate facilities for teaching and learning. Sufficient classrooms equipped with ICT facilities are available to accommodate the number of students enrolled at any given time. Additionally, during the assessment period, the University has further improved its infrastructure by constructing new buildings.

By leveraging online platforms and continuously developing faculty skills, Acharya Nagarjuna University has ensured that teaching and learning can continue effectively even during challenging times. The investments in online teaching facilities and infrastructure improvements reflect the institution's commitment to providing quality education and adapting to the evolving needs of students in the digital age.

The University has 168 classrooms out of which 104 are ICT-enabled with LED projectors. The University has more than 100 laboratories out of which 4 are DST-funded. Also, the University has Dassault Systems 3D Experience Studio with AR-VR, 3D printer sponsored by Andhra Pradesh Skill Development Corporation. The University has 1GBps campus-wide Wi-Fi connectivity, 27 departmental seminar halls and 1500 seating capacity Deichmann auditorium.

The University has excellent sports facilities like synthetic track with flood light facility, indoor stadium with wooden flooring, cricket, football and basketball courts, Gymnasium and yoga centre. The University has an exclusive sports hostel to accommodate 1000 sportsmen and women for special sports training.

Open auditoriums for extracurricular activities are the major attractions of the University.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 41.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
3108.26078	2107.97937	1811.41553	2401.02038	3683.62312

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA 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

4.1.3

Expenditure incurred for infrastructure augmentation and maintenance of DDE

Response: 31.54

4.1.3.1 Expenditure incurred for infrastructure augmentation of DDE against total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1697.70668	1602.34315	1144.14595	1956.99940	3656.92497

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation of DDE 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 subscription to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Acharya Nagarjuna University's library is automated using New Gen Lib Networking Software, which enhances the efficiency and effectiveness of library services. The New Gen Lib Networking Software streamlines various library operations, such as cataloging, circulation, acquisition, and resource management, through a computerized system.

The system provides accurate and up-to-date information about the availability, location and status of library materials. Books available in the library can be searched using the Online Public Access Catalogue (OPAC).

An amount of Rs. 86,86,821/- was spent for 234 journals (including two e-Journals) which includes Foreign and Indian Journals.

Collections of the Library as of 28-02-2023

Total Collection: 1,55,387

Books & Non-Book Material: 1,32,235

Journals Back Volumes: 13,575

Research M.Phil / Ph.D Theses: 6,227

Government Reports: 3,350

The University has free subscriptions from the National digital library, the Digital library of India, and the World digital library of India.

The digitization facility within the library enables the conversion of physical resources into digital formats, making them accessible in electronic form. This process involves scanning, image processing, and metadata creation for digital resources. Digitization allows users to access materials remotely, facilitates preservation, and enables efficient information retrieval.

The Library is getting access to e-resources through Del-net, e-Shodh sindhu, J-Gate, and Shodhganga. To provide access to these e-resources; the library has established a Digital library with a provision to accommodate 50 users at a time to update their knowledge. Wi-Fi facility is also available in the library.

File Description	Document
Upload any additional information	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Provide the Paste link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during the last five years..

Response: 25.61

4.2.2.1 Annual expenditure for purchase of books and journals year- wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
142.90000	94.17713	15.95225	78.98673	7835.450

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority(relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure

4.3.1

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

Response:

Acharya Nagarjuna University recognizes the importance of Information Technology (IT) in supporting academic and administrative functions. To ensure effective utilization of IT resources, the institution has implemented an IT policy that outlines guidelines, protocols, and standards for IT infrastructure, systems and services.

The University allocates budgetary provisions to update and enhance its IT facilities on a regular basis. This includes investing in hardware, software, networking infrastructure and security measures to meet the evolving needs of students, faculty and staff. The budgetary provisions also cover the maintenance and upgrade of existing IT systems to ensure their optimal performance.

The University understands the importance of seamless connectivity and provides Wi-Fi access points strategically placed throughout the campus allowing students, faculty, and staff to access online resources, collaborate, and engage in academic activities from various locations.

Every section in the University is equipped with computers, printers and Wi- fi connectivity.

The University has 1 FM radio and 1 studio with Audio Video Mixing equipment.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 4.66

4.3.2.1 Number of computers available for student use

Response: 988

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

4.3.3

Institution has the following Facilities for e-content development and other resource development

- 1. Audio visual center, mixing equipment, editing facilities and Media Studio*
- 2. Lecture Capturing System(LCS)*
- 3. Central Instrumentation Centre*
- 4. Animal House*
- 5. Museum*
- 6. Business Lab*
- 7. Research/statistical database*
- 8. Moot court*
- 9. Theatre*
- 10. Art Gallery*
- 11. Any other facility to support research*

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.4

The rooms of the DDE are IT enabled: Percentage of the rooms and seminar halls of the DDE with ICT enabled facilities

Response: 75.63

4.3.4.1 *Number of rooms and seminar halls of the DDE (cumulative) with ICT enabled facilities (data as on date)*

Response: 121

4.3.4.2 *Total number of rooms and seminar halls of the DDE (cumulative) (data as on date)*

Response: 160

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the DDE.	View Document
Geotagged photos of the rooms and seminar halls of DDE with ICT facility	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

Response: 40.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
4624.50265	641.104	1315.353	2173.925	4250.605

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA 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

Other Upload Files

1	View Document
---	-------------------------------

4.4.2

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

Response:

Acharya Nagarjuna University has established systems and procedures for the efficient maintenance and utilization of its physical, academic and support facilities. These systems and procedures ensure that facilities such as laboratories, libraries, sports complexes, computer labs and classrooms are well-maintained and utilized effectively. Some key aspects of these systems and procedures include:

Maintenance Systems: The University has dedicated maintenance teams and procedures in place to regularly inspect and maintain the physical facilities. This includes routine checks, repairs and upgrades

to ensure that the facilities are in optimal working condition.

Resource Allocation: The University has a systematic approach to allocating resources such as laboratory equipment, library materials and computer resources. This ensures fair distribution and efficient utilization of these resources across various academic programs and activities.

Safety and Security Measures: The University places high importance on the safety and security of its facilities. Adequate measures are implemented to ensure the safety of students, faculty and staff within the premises. This includes fire safety systems, CCTV surveillance and access control measures.

Upkeep of Library Resources: The library follows established procedures for the acquisition, cataloging and circulation of library materials. The library staff ensures that the collection is regularly updated with new resources and proper cataloging and indexing systems are maintained for easy retrieval of materials.

Sports Facility Management: The University's sports complex is managed efficiently with established procedures for equipment maintenance, scheduling of sports events and practices, and supervision of sports activities. The facilities are made available to students and staff for physical fitness and sports training purposes.

Computer Lab Management: The computer labs are equipped with modern technology and managed by trained staff. There are procedures in place for the maintenance of hardware and software, user access and troubleshooting to ensure smooth operation and utilization of the computer facilities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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: 81

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

2022-23	2021-22	2020-21	2019-20	2018-19
3506	3945	3861	3465	3362

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 (in English)

[View Document](#)

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

[View Document](#)

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counseling including e-counseling and guidance for competitive examinations during the last five years

Response:

Acharya Nagarjuna University stands as a guiding light for students, offering not just academic education

but also comprehensive career counseling and placement support. The University's unique "Mentor-Mentee" system, where each teacher oversees a small group of students, fosters personalized relationships, providing students with guidance not only in academics but also in their overall development.

This system ensures that students have a dedicated mentor who monitors their academic progress, offers support, and assists in their holistic growth. By limiting the number of students assigned to each teacher, Acharya Nagarjuna University ensures that the mentorship is meaningful and impactful, creating an environment where students feel seen and supported.

All constituent colleges under Acharya Nagarjuna University boast dedicated placement cells, playing a pivotal role in instilling accountability and fostering leadership qualities among students. These cells organize professional development activities, ensuring that students not only acquire theoretical knowledge but also gain practical skills required in their respective fields. The emphasis on accountability is further extended to program improvements, aligning educational outcomes with the dynamic demands of the job market.

Career counseling takes center stage at Acharya Nagarjuna University, with over 90% of students benefiting from annual counseling sessions across various courses. The university pioneers initiatives such as Technical and Motivational Talks, Personality Development Programs, and Campus Recruitment Training (CRT) Classes. These efforts aim to equip students not just with academic knowledge but also with the soft skills and confidence necessary for successful career navigation.

The University goes beyond conventional academic support by offering guidance for competitive examinations such as the Civil Services Examination, IES, and GATE at free of cost. Recognizing the importance of staying abreast of technological advancements, the university provides insights into emerging trends in cybersecurity, embedded systems, IT roles, software development, and other cutting-edge technologies.

The placement, training cell at the university organize comprehensive training programs covering interview skills, recent trends in career opportunities, and the enhancement of soft skills. These initiatives prepare students for the challenges of the job market, ensuring they are well-rounded and ready for success in their chosen fields.

In addition to academic and professional development, University addresses societal needs through coaching classes for judicial service examinations, reflecting a commitment to nurturing individuals who will positively contribute to the legal landscape.

Acharya Nagarjuna University actively engages its student community through a spectrum of academic expos, including student technical fests, youth festivals, and academic exhibitions. These events serve as platforms for students to showcase their technical expertise, artistic talents, and academic achievements. The university's commitment to organizing such diverse events reflects its dedication to fostering a holistic learning environment that goes beyond traditional academics. These expos not only provide students with opportunities to apply theoretical knowledge but also encourage collaboration, innovation, and networking with industry professionals. Overall, Acharya Nagarjuna University's involvement in these activities underscores its commitment to preparing students for well-rounded success in their academic and professional journeys.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

Following Capacity development and skills enhancement initiatives are undertaken by the institution for:

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)*
- 4. Awareness of trends in technology*

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	View Document
• Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	View Document
• Report with photographs on Language & communication skills enhancement programs	View Document
• Report with photographs on ICT/computing skills enhancement programs	View Document
• Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

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

- 1. Implementation of guidelines of statutory/regulatory bodies*
- 2. Organisation-wide awareness and undertakings on policies with zero tolerance*

3. Mechanisms for submission of online/offline students' grievances**4. Timely redressal of the grievances through appropriate committees****Response:** A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Provide the relevant information in institutional website as part of public disclosure	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
Institutional data in the prescribed format (data template)	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.5***Pre-admission Counselling Services, Online Admission and Related Activities at DDE*****Response:****Activities undertaken by ANUCDE for providing pre-admission counselling services to prospective learners:**

ANUCDE advertises regarding admissions for all approved programs by UGC- DEB and Diploma / Certificate programmes approved by the statutory bodies in the local reputed newspapers and in our website.

Learner Support Centers (LSCs) of ANUCDE are established at the affiliated colleges, following UGC DEB regulations, after thorough scrutiny by a committee. ANUCDE provides pre-admission counselling to prospective learners with help of LSCs.

In the pre-counselling session, the following services are provided to the learners:

- 1.Information regarding various programs offered by ANUCDE
- 2.Information about the scope and prospective of joining a program.
- 3.Information regarding various subjects is provided to the students.
- 4.Information about CBCS, curriculum, syllabus etc., are also provided.
- 5.LSCs help the students in the process of filling the online application and fee payment.
- 6.ANUCDE provides online admissions to all 27 UG/PG, UGC DEB approved programmes along with Diploma/Certificate programs approved by statutory bodies.
- 7.Latest updates and notifications are placed on the website, updating the students regarding aspects like – admission notification, process for the certificate verification, PCP classes commencement, SLM for various programs, fee payment due dates, academic schedule, examination notifications, assignments and submission dates, results, revaluation process etc.
- 8.ANUCDE provides contact phone numbers for the interested learners to voice their queries over telephone.
- 9.ANUCDE answers the queries of learners through e-mail also.
10. There is a help desk in ANUCDE headquarters where students can clear their doubts in person.

The process of online admission including payment of fees at ANUCDE

Admission to all programmes offered by the ANUCDE is made through online mode. The admission portal can be accessed at www.anucde.info Admission is based on eligibility of the learner for the respective program. Initially provisional admission is allotted to the applicant. After submission of proof for eligibility, verification is done and admission is finalized.

Steps to follow for online admission:

1. Visit www.anucde.info
2. Click online admissions.
3. Register yourself with your mobile number.
4. OTP will be received to the registered mobile number.
5. After entering OTP, application will be opened and it can be filled online.
6. Necessary documents like photo, signature, certificates, Aadhar, etc., should be uploaded in specified size.
7. Fee should be paid at the end of the application through payment gateway.
8. Acknowledgment and filled application can be printed after fee payment.
9. All fees related to admission, registration, backlog clearance, etc., shall be remitted through online transaction only.
10. The admission will be subjected to verification of original documents at ANU CDE.

File Description	Document
Preadmission counselling services provided by the institution both on-line and off line	View Document
Any other relevant document	View Document

5.1.6

Dispatch of Study Material to Learners by DDE***Strategy followed by DDE for dispatch of study material to learners*****Response:**

Self-Learning Material (SLM) is one of the important components in ODL system. The learners depend on the SLM provided by ANUCDE to complete the program enrolled. In ANU CDE, the following strategy is followed for dispatching the SLM to the learners.

- SLM of each course in all programmes is prepared in advance and delivered to the students before the commencement of Personal Contact Program classes both in printed and digital form semester wise.
- The printed material is either posted to the students to their address or to their LSCs as per their choice or they may come and collect the books at the headquarters of ANUCDE in person.
- Digital material in the form of pdf is uploaded in the site for the convenience of the students.
- The University shall not be responsible for the loss or delay of SLM by the postal department. If the learner loses the material another set of material will be provided by ANUCDE after payment of prescribed fee.
- The soft copies of all the study materials of UG/PG programmes have been uploaded in the website. Free download of Self Learning materials for learners are available at <http://anucde.info/matsyl.asp>

File Description	Document
Material dispatch related activities at DDE	View Document
Any other relevant information	View Document

5.1.7***Attending to learners' queries in DDE***

Modes/approaches employed by the DDE to attend to learners' queries include:

- 1. Automated interactive voice response system***
- 2. Call centre***
- 3. Online Help Desk/ teleconferencing/ Web-Conferencing***
- 4. Social media***
- 5. App based support***
- 6. Chat Box***
- 7. E-mail Support***
- 8. Learner Services Centre/ Inquiry Counter***
- 9. Postal communication***
- 10. Details of Student Grievance Redressal Cell (SGRC)***

Response: A. Any 8 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geotagged photos of Learner Services Centre/ Inquiry Counter in DDE and LSC	View Document
Details of letter box of postal communication details provided in the institutional website	View Document
Details of DDE's support system in social media	View Document
Details of Call centre of DDE hosted in the institutional website	View Document
Details of app for support, if any	View Document
Detail of Student Grievance Redressal Cell hosted in institutional website	View Document
Links of (active) chat box hosted in the institutional website	View Document
Links of Automated interactive voice response system of the DDE	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Links to teleconferencing/web conferencing facility including automated voice response system	View Document
Links of contact emails for support hosted in institutional website	View Document

5.1.8

Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances.

Percentage of grievances received at HQ and redressed during the last five years..

Response: 100

5.1.8.1 *Number of grievances received at HQ that are redressed year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
98	400	408	177	1135

5.1.8.2 Number of grievances received at HQ year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
98	400	408	177	1135

File Description	Document
Report of internal grievance redressal system submitted to concerned committee	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 during the last five years..

Response: 61.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
1092	1045	851	881	853

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 in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years..

Response: 20.03

5.2.2.1 Number of outgoing students progressing to higher education..

2022-23	2021-22	2020-21	2019-20	2018-19
376	79	113	138	48

File Description	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	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.3

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

Response: 3.25

5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)..

Response: 276

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View 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 (data template)	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 won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years..

Response: 147

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	12	3	18	16

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response:

Presence of Student Council and its activities for institutional development and student welfare

Acharya Nagarjuna University recognizes the importance of student participation and representation in institutional development and welfare. To facilitate this, the university has established a Student Council, which serves as a platform for students to voice their opinions, concerns, and suggestions.

The Student Council comprises representatives from various departments and programs, who act as the voice of the student body. The council works closely with university administration, faculty and staff to address student-related issues, advocate for student rights and contribute to the overall development of the institution.

The Vice-Chancellor has nominated Officer on Special Duty (OSD) to look after the student affairs in the campus.

The activities of the Student Council encompass a wide range of areas, including:

Student Welfare: The council works towards enhancing the welfare and well-being of students by addressing their concerns, organizing events and programs and advocating for student-friendly policies and facilities.

Institutional Development: The council actively engages in discussions and initiatives related to the development of the institution. They provide valuable inputs and suggestions on matters such as curriculum enhancements, infrastructure improvements and academic policies.

Student Engagement: The council organizes various student-centric events, such as cultural festivals, sports tournaments, workshops, seminars, and guest lectures. These activities aim to promote student engagement, foster a sense of community and provide opportunities for personal and professional

growth.

Grievance Redressal: The Student Council serves as a platform for students to report and address grievances. They work in collaboration with university authorities to ensure prompt resolution of issues faced by students.

The students are also the Members in various institutional committees like academic, administrative, hostel councils and department committees.

Representation and Communication: The council represents the student body in meetings, committees and forums within the university. They act as a liaison between students and the administration, facilitating effective communication and collaboration.

Through their activities, the student councils plays a crucial role in fostering a student-centered environment, promoting student welfare and contributing to the overall development of Acharya Nagarjuna University.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts /organizes following activities

1. *Sports competitions/events*
2. *Cultural competitions/events*
3. *Technical fest/academic fests*
4. *Any other events through active clubs and forums*

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of students participated in different events year wise signed by the head of the Institution.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association..

Response: 24.67

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association..

Response: 24.67

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of University through academic and other support system

Response:

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

The alumni association is a registered association Acharya Nagarjuna University Alumni Association (ANUAA) – Regd. No. 335 of 2009. The alumni association of Acharya Nagarjuna University play a significant role in development of the institution through their contributions, both financial and interims of other support services. The registered and functional alumni association actively engaged with the university and its activities, fostering a strong bond between the alumni and their alma mater. Some ways in which the alumni association contributes to the development of the distinguished alumni are recognized during alumni contribution institution include:

Financial support: Alumni often make financial contributions to the university, either through direct donations or by sponsoring specific projects or initiatives. These contributions help in enhancing infra structure, scholarships, research grants, and other areas that benefit the overall development of the institution.

Mentoring and Guidance: Alumni who have excelled in their respective fields offer valuable mentorship and guidance to current students. They share their experiences, provide carrier advice and assist students in exploring opportunities for internships, research, and job placements.

Guest Lectures and Workshops: More than 60 lectures were contributed during the last five years. Alumni are invited to deliver guest lectures and conduct workshops on specialized topics with in their areas of expertise. These interactions expose students to real-world experiences and industry insights, enriching their learning experiences.

Networking Opportunities: The Alumni Association provide a platform for networking among alumni and students, Alumni often connect students with job opportunities, internships, and industry contacts, facilitating their professional growth and development.

Alumni Engagement Events: The Alumni Association organize various events and reunions to foster a sense of belonging and camaraderie and among alumni. These events create opportunities for alumni to reconnect, share their achievements, and strengthen their relationships with institution.

Support in Placement Activities: Alumni often play an active role in placement activities by sharing job openings, referring candidates and participating in recruitment drive. Their industry connections and insights help in enhancing the employability of students.

The contribution of Alumni Association are invaluable in advancing the goals and development of Acharya Nagarjuna University.

File Description	Document
Upload any additional information	View Document
Provide the 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 Vision and mission of the institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, de-centralization, participation in the institutional governance and in their Short term and Long term institutional perspective plan.

Response:

Acharya Nagarjuna University (ANU), motivated by a visionary purpose and deep vision, is a light in the fields of knowledge development, dissemination, and social enrichment. The institution's goal, "To generate sources of knowledge that dispel ignorance and establish truth through teaching, learning, and research," is a powerful statement of its dedication to the transforming power of knowledge. This goal serves as the driving factor behind ANU's academic achievement and impact on society.

Aligned with this vision, ANU has outlined a mission that envisions the creation of a reservoir of human talent across diverse faculties. The University's mission spans seven faculties, covering a spectrum of disciplines such as the Faculty of Arts, Faculty of Natural Sciences, Faculty of Physical Sciences, Faculty of Law, Faculty of Physical Education, Faculty of Engineering & Technology, and Faculty of Pharmaceutical Sciences.

Decentralization stands as a fundamental principle within ANU's governance structure. This approach is facilitated through various committees and hierarchical pathways. At the apex of the institution stands the Vice-Chancellor, serving as the Head of the Institution. The Vice-Chancellor, in accordance with the A.P. Universities Act 1991 and its subsequent amendments, guides the institution's functions. Supported by a cadre of functionaries including the Rector, Registrar, and Principals of the Campus Colleges, the Vice-Chancellor oversees the university's development, implementation, and improvement initiatives.

In the academic realm, ANU employs a hierarchical leadership structure to ensure effective management. The Principal, Deans of the Faculties, Chairpersons of Boards of Studies, and Heads of Departments form the structural backbone, overseeing crucial aspects such as curriculum design, student admissions, teaching, and research. This hierarchical arrangement fosters efficient decision-making and accountability, with leadership responsibilities cascading from the Principal to the Head of the Department.

Similarly, on the administrative front, a clear leadership hierarchy delineates roles and responsibilities. The Rector, Registrar, Finance Officer, Controller of Examinations, University Engineer, and other administrative functionaries form the administrative leadership chain. This structured framework ensures streamlined administrative processes, financial management, and logistical support essential for the smooth functioning of the university.

ANU's adaptability to evolving needs is evident in the creation of specialized positions as required. Officers on Special Duty, Coordinators, and Directors are appointed with the approval of the Executive Council, the supreme decision-making body of the University.

In pursuing short-term goals (1-3 years), ANU is committed to curriculum enhancement, faculty development programs, student support services, infrastructure upgrades, and community engagement.

Looking ahead to long-term goals (3-10 years), ANU envisions research excellence, global collaboration, sustainable infrastructure, diversity and inclusion, technology integration, and robust alumni engagement. These aspirations reflect ANU's commitment to advancing knowledge, fostering global connections, promoting sustainability, embracing diversity, embracing technology, and maintaining strong ties with its alumni network.

In essence, ANU's comprehensive approach to its vision, governance, and strategic planning embodies a commitment to excellence, innovation, and societal enrichment. The integration of short-term and long-term goals reflects the institution's dedication to continuous improvement, ensuring its enduring impact on education and society.

File Description	Document
Upload any 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 are effective and efficient as visible from policies, administrative set-up, appointment, service rules, procedures etc.

Response:

The institutional perspective plan serves as a dynamic blueprint, operating in a cyclical manner with stages including planning, strategy formulation, communication, execution, reporting, feedback collection, and necessary adjustments. A structured system is in place to promptly address emerging issues. The responsibility for crafting the college's perspective plan lies with the Internal Quality Assurance Cell (IQAC), guided by administrative authorities. This plan is tailored to target annual goals, fostering continuous quality improvements and ultimately elevating the overall quality of the University.

Focused efforts are directed towards enhancing participation in UGC-sponsored, government-guided, and institute-initiated programs, concurrently addressing issues such as ragging, sexual harassment, and addiction prevention. Prioritizing the promotion of diverse academic programs, the University emphasizes regular teaching, learning, evaluation, academic exhibitions, seminars, conferences, and field excursions.

The perspective plan also concentrates on developmental strategies, including recruitment, training, facilitation, and policy implementation, along with activities promoting values, ethics, morale, and a code of conduct on campus. The institute actively seeks feedback from stakeholders through multiple channels

such as complaint boxes, Google Forms, written submissions, responses to RTI inquiries, and inquiries from any stakeholder. This feedback serves as valuable input for refining the strategic perspective plan.

In steering the University towards academic excellence, the perspective plan also targets infrastructure development, financial enhancement, improved student support services, and the introduction of health-oriented practices. Strategies for these objectives will be deliberated upon and recommended for implementation in alignment with established University norms. The Planning, Monitoring, & Evaluation Board, a statutory body of the University, plays a crucial role in initiating and overseeing various schemes that contribute to the formulation of broad policies & goals.

Administratively, the University has a well-defined structure. The Academic Senate and Executive Council, under the leadership of the Vice-Chancellor, are the highest policy-making bodies. The Vice-Chancellor, as the Head of the Institution, is supported by administrative officers, including the Principals of the campus colleges, the Rector, and the Registrar. The Deans, Directors/Coordinators oversee different wings, dealing with aspects like Academic Affairs, CDC, Examinations, Student Affairs, International Student Affairs, and the Internal Quality Assurance Cell. The Registrar, as the Administrative Head, is supported by the Finance Officer and the Controller of Examinations.

Committees, such as the Student Grievance Redressal Committee, Women's Redressal Cell, Anti-Sexual Harassment Committee, Anti-Ragging Committee, and Discipline Committee, are in place to address grievances effectively. These committees ensure a supportive environment for both students and faculty. Various committees are also constituted for executing academic, administrative, and extra-curricular activities, reflecting the commitment to holistic institutional development.

The institutional administrative setup, including the organizational structure and roles of various administrative positions, is designed to support the successful execution of the perspective plan. Appointment and service rules and procedures adhere to regulations set by UGC and the Government of Andhra Pradesh, ensuring transparency in the entire procedure. Promotion policies align with the career advancement scheme (CAS) established by UGC and the Government of Andhra Pradesh for teaching and non-teaching staff, maintaining fairness and equity in promotions.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2

Institution Implements e-governance in its operations

e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

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
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Institutional data in the prescribed format (data template)	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Acharya Nagarjuna University (ANU) places a strong emphasis on the regular evaluation and performance appraisal of its teaching and non-teaching staff, fostering a culture of excellence and continuous improvement. The university has established a robust Performance Appraisal System (PAS) overseen by the Internal Quality Assurance Cell (IQAC).

The PAS is conducted annually through an online mode, providing a streamlined and efficient process for evaluating the performance of both teaching and non-teaching staff. The IQAC, responsible for ensuring and enhancing the quality of education and related activities, conducts the performance appraisal and submits comprehensive evaluation reports to the Vice-Chancellor.

To ensure the relevance and effectiveness of the PAS, the IQAC regularly updates the appraisal templates, reflecting a commitment to adaptability and responsiveness to evolving standards and expectations. This continuous improvement mechanism is aimed at establishing and promoting a culture of quality within the University.

The academic performance of teaching staff is further appraised through a robust feedback mechanism obtained from students. This student-centric approach provides valuable insights into the effectiveness of teaching methods, communication skills, and overall engagement with students. For non-teaching staff, performance appraisal is carried out based on recommendations from the respective heads of departments or units. This ensures that the evaluation process is aligned with the specific roles and responsibilities of non-teaching staff members.

Promotional avenues for both teaching and non-teaching staff are conducted regularly, adhering to the norms set by the University Grants Commission (UGC) and the Andhra Pradesh State Council of Higher Education (APSCHE). The university takes pride in transparent processes for career advancement, and during the assessment period, 34 teaching faculty members were promoted according to UGC guidelines.

Teaching faculty members are provided with numerous opportunities for career progression, both within ANU and in external institutions of eminence. Opportunities for self-development and achieving academic excellence are actively encouraged. Faculty members also have the chance to hone their managerial skills through appointments in leadership positions such as Deans, Directors, Coordinators, Wardens, and Placement Officers.

The promotion of non-teaching staff follows the guidelines laid out in the university's statutes, regulations, and rules, as well as those of the Government of Andhra Pradesh.

Apart from career development, ANU places a strong emphasis on staff welfare measures, ensuring a conducive and supportive working environment. Some of these measures include a clean and green workspace with minimal air and noise pollution, adequate working spaces with clean restrooms and common rooms, prompt approval of applicable leaves, subsidized transport facilities, canteen facilities, and faculty and non-teaching staff clubs.

Other welfare measures include permission to work in other institutions on lien for one year, access to the Employees Health Scheme, provision for part-final loans from the General Provident Fund (GPF) account, summer and winter holidays for faculty, a health center with ambulance services, and facilities for yoga and gymnasium. Staff members also benefit from library facilities, access to e-journals, vehicle parking sheds, a cooperative store, and a Union Bank branch/SBI/ICICI/ATM centre.

File Description	Document
Upload any additional information	View Document
Provide the 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: 25.64

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
52	82	122	102	12

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
E-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/workshops 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 teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years***Response:** 21**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
35	59	164	17	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 (data template)	View Document
E-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) Note: FDP less than 5 days will not be considered	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Response:

Acharya Nagarjuna University demonstrates a proactive approach to financial sustainability, going beyond conventional funding sources to ensure optimal resource utilization and overall development. The institution strategically leverages a combination of grants, contributions, and internal revenue generation mechanisms to meet its financial requirements.

Diverse Funding Sources:

The University secures grants from prestigious bodies such as the University Grants Commission (UGC), Council of Scientific and Industrial Research (CSIR), Department of Biotechnology (DBT), and Department of Science and Technology (DST). Additionally, it receives funding from both the Central and State Governments, including the mandatory Block Grant from the State Government. These funds play a pivotal role in supporting various projects and academic initiatives.

Internal Revenue Generation:

Recognizing the need for diversified revenue streams, the University has implemented several measures to generate internal financial resources. The Resource Mobilisation Committee, led by the Vice-Chancellor and comprising regional Industrialists, Educationalists, and Businessmen, plays a crucial role in formulating and executing strategies for resource mobilization.

Alumni Contribution:

Engaging with the alumni community is a key aspect of the resource mobilization strategy. The University actively seeks contributions from its alumni network, fostering a sense of loyalty and involvement among former students. Alumni donations contribute to scholarships, infrastructure development, and other institutional needs.

Rental Income:

The University strategically utilizes its physical assets by generating rental income. Properties owned by the institution, such as auditoriums, halls, Guest house, are made available for rent. This not only generates revenue but also enhances community engagement by providing space for external events and activities.

Payment Seats and Special Fees:

The institution offers self- supporting programs, courses, allowing students to enroll by paying additional fees. This model not only provides financial support but also ensures greater accessibility for those seeking specialized education. Additionally, special fees from international students contribute to the University's revenue pool.

Centre for Distance Education Programs:

The Centre for Distance Education becomes a source of revenue through the programs it offers. Distance education courses attract a diverse range of students who, while benefiting from flexible learning, contribute to the financial sustainability of the institution.

Transparent Financial Management:

The University is endowed with an efficient finance management and resource mobilization system. The budget is managed meticulously, avoiding unnecessary expenditure and wastage. The finance department takes all measures in respect of all financial sanctions by following the procedures. There are certain sub-committees, like Finance Committee, to monitor the sanctions. All major financial matters are placed before the Financial Committee, before they are submitted to the Executive Council. The Finance Committee examines the annual accounts, annual budget estimates, reviews financial position and makes recommendations to the executive council on all matters relating to the finance of the University. After the approval of the Executive Council necessary action will be initiated. The financial approvals will be issued by the authorities, as per the powers vested with them. After obtaining the approvals, the money sanctions will be made.

The online payment system for payment of examination fees by the students/ colleges was recently introduced. In view of this, all amounts paid by them are being credited in the University account immediately. Because of introduction of online procedures, the finalization of accounts became easier. All information pertaining to payment of salaries/ recoveries/ TDS etc. is being managed very carefully. The sections that deal with financial matters, accounts and issue of cheques etc., are as listed below:

- **F&A-I Section:** Deals with the general budget such as block grant, honorarium, wages, advances, salaries, maintenance charges, stationery, self-finance funds and other payments.
- **F&A-II Section:** Deals with the Pensions, Insurance, EMD, Withheld amount, Development budgets etc.

- **F&A-III Section:** Deals with all kinds examination payments and receipts.
- **F&A-IV Section:** Deals with the preparation of Budget, Accounts and monitoring of Deposits and transfer of funds.
- **UGC Section:** Deals with Projects/schemes, like, DST/DBT/CSIR/RGNF etc.

The University is following the purchase procedure approved by the Executive Council, depending on the amount of expenditure involved. The purchases not exceeding Rs. 10,000/can be procured directly from any supplier without obtaining quotations based on the availability of budget. The purchases whose cost exceeds Rs. 10,000/- but doesn't exceed Rs.75,000/- can be made by obtaining three quotations. The expenditure beyond Rs.75,000/- can be made by obtaining three quotations and placing it before Central Purchase Committee (CPC) for its recommendations /Approval. For the Expenditure beyond Rs.5,00,000/- and above, purchases have to be made by following the open tender system, by publishing Notifications in Newspapers.

File Description	Document
Upload any additional information	View Document

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 642.82

6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	214.04187	142.12462	122.60279	164.05221

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	View Document
Annual audited statements of accounts highlighting the grants received.	View Document

6.4.3

Institution regularly conducts internal and external financial audits

Response:

Acharya Nagarjuna University upholds a rigorous system of financial management, ensuring efficient maintenance of accounts, budget allocation, fund utilization, and overall accountability. At the helm of these efforts is a dedicated Finance Officer, tasked with overseeing all financial matters of the University. The Finance Officer diligently prepares and submits financial reports to the Registrar and Vice-Chancellor for approval, ensuring transparency and accountability in financial transactions.

The finance section of the University meticulously maintains records of all income generated and expenses incurred by various sections and academic departments. This includes maintaining the balance sheet, which records cash inflow and outflow for all academic and non-academic departments. These financial records are subject to verification by the audit section and the office of the Accountant General (AG), ensuring accuracy and compliance with regulatory standards.

Regular audits and physical verification of purchases are conducted in different sections and departments by committees comprising both teaching faculty and non-teaching staff. These audits serve as a crucial mechanism for ensuring accountability and detecting any irregularities in financial transactions. Additionally, an internal audit team conducts regular and standardized internal audits, meticulously reviewing receipts, payments vouchers, and bank transactions to ensure precision and accuracy.

Annual audits conducted by the AG audit, representing both Central and State Government officials, provide valuable feedback on financial matters. These audits cover various aspects such as purchases, salaries, service matters of faculties, pay fixation, and leave entitlements. The joint sessions held with academic faculty and accounts departments facilitate the reconciliation of financial statements, ensuring accuracy and transparency.

Local fund audits, along with AG audits, serve as pillars of financial credibility and transparency for Acharya Nagarjuna University. Through these activities, the presentation of financial statements and accounts is scrutinized to rectify any lapses and ensure effective presentation. External auditing further strengthens financial management practices by facilitating communication, coordination, and financial risk evaluation. It also provides valuable insights and strategies for efficient financial management.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)

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

Response:

Acharya Nagarjuna University's Internal Quality Assurance Cell (IQAC) has emerged as a beacon of transformative educational practices, particularly in response to the evolving challenges brought about by the COVID-19 pandemic. The institution's proactive stance towards innovation is evident in its adoption of a blended learning approach, harmoniously combining traditional pedagogy with cutting-edge technology.

Under the aegis of the IQAC, faculty members have undergone comprehensive training aimed at empowering them to design, develop, and deliver e-content. The emphasis on utilizing prominent online platforms such as Microsoft Teams and Zoom underscores the commitment to ensuring an uninterrupted academic calendar, even amidst the disruptions caused by global health crises.

The successful implementation of the blended learning model has not only facilitated the transition to online platforms but has also fostered one-to-one exchanges through video conferences, enriching the classroom learning experience. This adaptability has resulted in a newfound confidence among both educators and students, reflecting the institution's resilience in the face of adversity.

In alignment with the National Education Policy (NEP) of 2020, Acharya Nagarjuna University has proactively embraced the directive to focus on skill development. The IQAC has played a pivotal role in training and orienting teachers to incorporate hands-on experiences, including regular internships, into the curriculum. The integration of industry linkages and entrepreneurial skills into academic programs further positions students to navigate the dynamic professional landscape successfully.

The institution is deeply committed to ensuring high quality, and it shows in the thorough annual audits conducted across all departments. These audits carefully assess and improve both administrative and academic processes. Notably, the **University has earned the ISO 9001:2015 certificate**, highlighting its dedication to maintaining excellence in all aspects of its operations.

An effective feedback mechanism is a cornerstone of quality assurance at Acharya Nagarjuna University. Utilizing comprehensive quality indicators, various departmental activities are meticulously assessed, including teaching, research, extension activities, infrastructure, and support services. Regular teacher assessments and feedback from students contribute valuable insights into teaching quality, techniques, and subject content. Stakeholder feedback from alumni, employers, and teachers is actively sought and analyzed, forming the basis for strategic planning.

Research, being a key pillar of academic excellence, is nurtured through a series of measures. Faculty members and research scholars are encouraged to publish in esteemed journals, including those listed in UGC-Care, Scopus, and WoS. Social action research addressing societal needs and community development underscores the institution's commitment to making a positive impact beyond academia.

The University actively participates in global benchmarking through prestigious rankings such as **NIRF, Times Higher Education (THE), Scimago, and QS World Rankings**. This engagement not only positions the institution on the global stage but also fosters an environment conducive to innovation in science and technology. Collaborations with innovators and incubation centers reflect the University's commitment to fostering entrepreneurship and supporting start-ups.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken*
- 2. Conferences, Seminars, Workshops on quality conducted*
- 3. Collaborative quality initiatives with other institution(s)*
- 4. Orientation programme on quality issues for teachers and students*
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc*

6. Any other quality audit recognized by state, national or international agencies**Response:** A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View Document
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents.	View Document
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

Over the past five years, Acharya Nagarjuna University has experienced remarkable progress and advancements, particularly evident in its notable rise in rankings. This journey of improvement reflects the institution's concerted efforts and strategic initiatives aimed at elevating its academic standing on both national and global platforms.

A key driver of this upward trajectory has been the institution's steadfast commitment to academic excellence and research productivity. Faculty members have actively contributed to reputed journals, significantly enhancing the institution's scholarly impact. This emphasis on high-quality research output has played a pivotal role in boosting the University's recognition within academic circles and has positively influenced rankings that value research contributions.

Infrastructure development has been another cornerstone of the university's success story. Recognizing

the pivotal role of state-of-the-art facilities in providing an enriching learning environment, the university has invested in modernizing classrooms, laboratories, and other educational spaces. This commitment to creating contemporary learning spaces not only enhances the overall student experience but also receives favorable acknowledgment during external evaluations, contributing to improved rankings.

Acharya Nagarjuna University's attainment of the ISO 9001:2015 certification is a noteworthy achievement underscoring its dedication to maintaining high standards across its operations. This certification serves as a testament to the institution's commitment to quality assurance, with accreditation bodies and ranking organizations often viewing such certifications as indicators of institutional excellence. The recognition associated with ISO certification adds a layer of assurance for stakeholders, further enhancing the university's credibility.

The institution's adaptability to dynamic educational landscapes, particularly in response to the challenges posed by the COVID-19 pandemic, has played a crucial role in its improved rankings. The seamless adoption of innovative teaching methodologies and the swift transition to blended learning approaches have positioned Acharya Nagarjuna University as a frontrunner in adapting to changing circumstances. Rankings that assess adaptability and resilience have acknowledged the University's proactive measures, further solidifying its reputation.

Collaborations and partnerships have emerged as significant contributors to the University's ascent in rankings. Establishing connections with industry stakeholders, research institutions, and international universities has not only expanded the university's global footprint but has also enriched the overall academic experience. Collaborative research projects, industry internships, and exchange programs contribute to the University's recognition as a hub for holistic learning and innovation. Rankings that consider collaborative efforts and internationalization have played a pivotal role in showcasing the university's global influence

File Description	Document
Upload any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated Gender audit and measure for the promotion of gender equity

Response:

The motto of the University is ‘Satye Sarvam Pratistitham’ and all activities of the institution are aligned to this motto. Gender equity is ensured in all its activities. The Women Empowerment cell is functioning under the Centre for Women’s Studies, Acharya Nagarjuna University. Women's empowerment is currently the main focus of attention from researchers, governments and industry players.

Acharya Nagarjuna University is actively working towards creating a gender-bias-free environment and promoting women's participation in various administrative positions. The measures taken by the University demonstrate its commitment to supporting women members. Some of the initiatives mentioned include:

Maternity leaves, insurance, and other allowances: The University provides maternity leaves and other benefits for women employees as per government norms, ensuring that they have the necessary support during pregnancy and childbirth.

Women security: The appointment of women security personnel on campus helps ensure the safety and well-being of female students, faculty, and staff, creating a secure environment for everyone.

Medical facility: The availability of round-the-clock medical facilities on campus is crucial for providing immediate healthcare assistance to all members, including women.

Support for research grants and fellowships: The University extends necessary support to women researchers by encouraging and assisting them in applying for research grants, fellowships, and other opportunities to advance their academic and professional careers.

Common rooms, counselling rooms: The provision of common rooms and counselling rooms specifically for girls creates a conducive environment for their personal and academic growth, ensuring their needs are met.

Participation in extracurricular activities: By encouraging female students to participate in activities such as NSS, NCC, sports, and cultural events, the University promotes their holistic development and empowers them to explore their talents and interests.

The activities that have been carried out to ensure Women's Empowerment:

Acharya Nagarjuna University celebrates International Women’s Day on 8th March of every year with a relevant theme at a grand scale. **Visista Mahila Puskaram** from Acharya Nagarjuna University is bestowed to facilitate one renowned woman on every International Women’s Day by our honourable Vice-Chancellor and other dignitaries. Women employees in the administration and women who are

approaching superannuation were also felicitated. On the eve of Women's Day, various competitions were held and winners were given prizes and honorary emblems.

Women faculty are nominated for key administrative positions such as Executive Council, Registrar, Principals, Coordinator UG & PG exams, Officer on Special Duty (OSD), Director, Directorate of Admissions, Research Cell Coordinator, IQAC Coordinator and other administrative positions.

A separate women grievance and redressed cell is established to eradicate abuse on women.

The initiatives of the government of Andhra Pradesh like "Disha App" is downloaded by every student on campus and awareness is generated on its functionality. The specific women's health officer is available in the university health centre for regular health checkups of female students and women faculty. University provides training programs for students in the art of self-defence such as Taekwondo and Karate.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

1. *Solar energy*
2. *Biogas plant*
3. *Wheeling to the Grid*
4. *Sensor-based energy conservation*
5. *Use of LED bulbs/ power efficient equipment*
6. *Wind mill or any other clean green energy.*

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities	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

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

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

Response:

The University is committed to maintaining a sustainable and eco-friendly campus through its robust facilities and initiatives in waste management. The university has adopted comprehensive approaches for the management of degradable and non-degradable waste.

Solid Waste Management:

The University's solid waste management policy and initiatives showcase a comprehensive approach towards waste reduction, recycling, and community engagement.

Collaboration with Nambur Panchayat: The University has established a Memorandum of Understanding (MOU) with Nambur and Kaja Panchayat to efficiently segregate, collect, and dispose of both wet and dry solid waste generated daily on the campus.

Vermi Compost Pits: To address food waste, the University employs vermi compost pits, utilizing earthworms to decompose organic matter. This process not only manages food waste sustainably but also produces nutrient-rich compost to enhance soil fertility, supporting the University's gardens and landscapes.

Color-coded Dustbins: Clearly labeled bins for wet and dry waste are strategically placed within

different blocks of the University campus, promoting effective waste segregation.

Paperless Initiatives: The implementation of e-office systems and networked administration has significantly reduced paper usage with the adoption of digital alternatives.

Swachh Bharat Program Participation: Actively engaging in the Swachh Bharat (Clean India) program, the University raises awareness about waste management, proper disposal, and recycling, extending its positive impact to the broader community.

In the realm of liquid waste management, the University implements crucial measures, including:

1. **Proper Drainage System**
2. **Septic Tanks**
3. **Dilution of chemicals**
4. **Non-use of radioactive materials**
5. **Biomedical waste management**

The University adopted the main principle of good BMW practice, which is the three R: reduce, recycle, and reuse.

Treatment and Disposal of biomedical waste

1. **Sharps:** Needles, syringes, scalpels, blades, glass, etc. that may cause puncture and cuts.

Sharps Waste Management: Disinfection (chemical treatment /autoclaving/hot air oven)

2. **Microbiology and Biotechnology Wastes:** wastes from biological production, toxins, dishes and culture-transfer devices, stocks or specimens of microorganisms, live or attenuated vaccines, human and animal cell culture used in research, and infectious agents from industrial laboratories.

Microbiology and Biotechnology Waste Management: Disposal methods include autoclaving, incineration, or chemical treatment to deactivate the materials before following local regulations for safe disposal.

3. **Liquid Waste:** Blood components, bodily fluids, serum, discarded materials tainted with bodily fluids or human blood, garbage produced in laboratories.

Liquid Waste Management: Chemical treatment for disinfection, followed by disposal into drains.

4. **Chemical Waste:** Chemicals utilized as pesticides, disinfectants, and producers of biomedical, among other uses.

Chemical Waste Management: Chemical processing, with liquids discharged into drains and sediments disposed of in a secure landfill.

E-Waste Management:

Faculty and student workers at the university have upgraded the computers and equipment in the inventory to maximize its efficiency. Ensuring that no abandoned equipment is left lying around the University premises has been a crucial endeavour in the field of E-waste management. The University signed a MOU with Effetronics Systems Pvt. Ltd, Vijayawada for the process of re-cycling the generated E-Waste in the University.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Any other relevant information	View Document
Geo-tagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

- 1. Rainwater harvesting***
- 2. Borewell /Open well recharge***
- 3. Construction of tanks and bunds***
- 4. Wastewater recycling***
- 5. Maintenance of waterbodies and distribution system in the campus***

Response: A. Any 4 or all of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities.	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

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc

Response:**RESTRICTED ENTRY OF AUTOMOBILES**

The University places a strong importance on environmental responsibility and campus sustainability. The University proactively promotes the use of cars with pollution check stickers by both employees and students. The objective of this effort is to mitigate environmental pollution by mandating that campus vehicles adhere to specific emissions regulations. Vendors are not allowed to bring their cars in to the University campus. Rather, they must leave their cars parked at the campus entrance.

USE OF BICYCLES

The University encourages the students and staff for the use of bicycles to promote an environmentally friendly and healthy form of transportation. This program supports its primary goal of encouraging eco-friendly behaviour among campus residents. The University hopes to lower carbon emissions, reduce traffic and improve the sustainability and health of the campus environment by promoting the use of bicycles.

PEDESTRIAN FRIENDLY PATHWAYS

The University has made investments to keep its excellent, wide (40 feet) roadways in good condition. The well-maintained roads on the campus make it easier for cars and pedestrians to move around. Specialized road markings have been set aside for walking to improve safety for pedestrians. By ensuring that people on foot have designated pathways, this proactive action promotes walking as a safe and environmentally friendly form of transportation. The route from the front gate to the academic buildings is made with walkways that are friendly to walkers.

BAN ON THE USE OF PLASTIC

The University has taken a significant step in banning single-use plastic goods such as bags, straws, cups, utensils, and bottles. This bold initiative demonstrates the University's dedication to lowering plastic-related environmental challenges. The University prioritises raising awareness among its personnel and students. This is accomplished via instructional orientation seminars and prominently placed display boards across the building. The university community must be made aware of the adverse effects of plastic usage via this initiative. The University recommends that staff and students use steel or copper water bottles instead than single-use plastic bottles for environmental reasons. This adjustment minimises the amount of plastic bottle waste created while encouraging reusable, environmentally friendly choices. As part of the project, students and National Service Scheme (NSS) volunteers agree to maintain the campus polythene-free.

LANDSCAPING WITH TREES AND PLANTS

With an emphasis on tree planting programs and related activities, the University's dedication to environmental conservation and greening initiatives is praiseworthy. Every year, the University plans a tree planting initiative programme. This indicates a persistent dedication to enhancing green space and sustainability. By actively taking part in these plantation activities, faculty and students demonstrate their commitment towards environmental problems. The landscape at the University is both well-maintained and diverse, with a combination of young trees, saplings, middle-aged trees, very old trees, herbs and bushes. University's plantation drives showcase a variety of natural and valuable trees, including Acacia Nilotic, Tectona grandis, Ficus benghalensis, Murraya koenigii, and more, in addition to medicinal plants like Neem, Tulasi and Aloe Vera.

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

7.1.6

Quality audits on environment and energy are 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 and sustainability activities

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Institutional data in the prescribed format (data template)	View Document
Green audit report of all the years from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Response:

The goal of Acharya Nagarjuna University is to provide a friendly, barrier-free atmosphere so that people with disabilities may move about the campus securely and independently. Our dedication is consistent with the Persons with Disabilities Act of 2016, which forbids all forms of disability discrimination. We seek to provide a comprehensive and inclusive teaching and learning environment for all students and staff.

To accomplish this purpose, our campus has been meticulously built to accommodate everyone's requirements. For the convenience of those with mobility issues, ramps have been provided in each building. In higher structures, lifts have been added to provide access to all levels. Our academic buildings, offices, quarters, guest houses, library, health centre, activity centres, canteens, sports complexes, and other facilities fully adhere to PWD/CPED standards, ensuring accessibility.

At our University, we believe that education and employment opportunities should be available to everyone, irrespective of their abilities. Our commitment to an inclusive environment reflects our belief in equality, diversity and the principles of social justice."

Acharya Nagarjuna University has established a set of principles to ensure a disabled-friendly and barrier-free environment within the college premises. These principles are designed to provide individuals with disabilities equal opportunities and ensure their seamless integration into the campus community. Here are the key principles:

- 1. Accessible Infrastructure:** Acharya Nagarjuna has taken steps to create a disabled-friendly infrastructure, including the installation of ramps and elevators (lifts) to enable individuals with mobility challenges to navigate the campus effortlessly. This ensures that they can access different floors and buildings without hindrance.

- 2.Disabled-Friendly Washrooms:** The University has also made provisions for disabled-friendly washrooms. These washrooms are equipped with features that cater to the specific needs of individuals with disabilities, making personal hygiene more accessible and convenient.
- 3.Battery operated Vehicles:** Acharya Nagarjuna University provides battery-operated vehicles on campus as a way of proving its support for students with disabilities and dedication to diversity. These vehicles are essential in helping students who face physical obstacles move around the university campus in a comfortable and self-sufficient manner.
- 4.Signage Boards for Easy Navigation:** To facilitate barrier-free movement and provide clear directions, the University has installed signage boards at various locations on campus. These signs help individuals with disabilities locate essential facilities and navigate the campus without assistance, ensuring their independence and convenience.

These principles demonstrate the University's dedication to establish an inclusive and accessible environment that encourages equal opportunity and full involvement for all people, regardless of physical ability. Acharya Nagarjuna University aspires to ensure that students and staff with disabilities have an equal college experience as their peers by adopting these steps.

File Description	Document
Signage including tactile path, lights, display boards and signposts	View Document
Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc	View Document
Divyangjan friendly washrooms	View Document
Built environment with ramps/lifts for easy access to classrooms	View Document
Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment	View Document
Any other relevant document	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities (within 500 words)

Response:

Acharya Nagarjuna University (ANU) is dedicated to fostering the holistic development of both students and staff, cultivating an inclusive environment that celebrates diversity. The university actively participates in various cultural events, encourages students to engage in cultural festivals and promotes

social activities to integrate equality within the community. ANU observes significant national and international days, emphasizing the importance of literacy and breaking linguistic barriers through events organized by the Literacy Club.

The institution prioritizes the overall personality development of its students, aiming to shape them into global citizens. ANU instills the spirit of patriotism through both curricular and extracurricular activities. The curriculum includes subjects such as the Indian Constitution and professional ethics, imparting values, rights, duties and responsibilities as citizens of the nation. Awareness programs on topics like the Disha Act, Women's Wellbeing, the New Face of Higher Education after COVID-19 and the National Women's Parliament have been organized.

ANU engages in community enhancement activities through NSS, NCC, and CSR, instilling a sense of responsibility and duty towards the nation. The university believes in holistic development and has established various committees and cells, including SC/ST/Minority/Women empowerment/anti-ragging cells to sensitize students about their constitutional rights. Days of national importance, such as Sadbhavana Diwas, National Unity Day, Constitution Day, and Human Rights Days are celebrated annually.

The campus of Acharya Nagarjuna University exemplifies Unity in Diversity, fostering a familial atmosphere that embraces and celebrates all religious festivals. In addition to different religious celebrations, the University observes National Youth Day, Mother Language Day, Water Day, National Science Day, Earth Day, Biodiversity Day, Environmental Day, Republic Day, National Unity Day, Teachers Day, International Youth Day, Engineers Day, Intellectual Property Rights Day, Yoga Day, Sports day, Gandhi Jayanthi, Ambedkar Jayanthi, State Formation Day, Independence Day, Aids Day, Pollution day, International Womens Day, National Girl Childs Day. of National and International significance over the last five years. Even in the pandemic during 2020-21, most events have been celebrated virtually, ensuring convenience and safety.

In its commitment to shaping well-rounded individuals, ANU remains dedicated to the celebration of events that contribute to the overall growth of its students and staff, fostering a sense of unity, responsibility, and global citizenship.

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

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Response:

The University's commitment to sensitizing students and employees to constitutional obligations, human rights, and values is both comprehensive and commendable. Key initiatives include:

70th Indian Constitution Day (2019): The University organized the 70th Indian Constitution Day, where the Honourable Governor of Andhra Pradesh, Sri Biswabushan Harichandan, served as the Chief Guest. Prof. Raja Sekhar P, Vice-Chancellor (FAC), presided over the event, addressing constitutional obligations.

National Education Day (2019): Celebrated on November 11, 2019, by the Department of Education, the day commemorated the birthday of Maulana Abdul Kalam Azad. Prof. Raja Sekhar P, Vice-Chancellor (FAC), spoke on Dr. Maulana Azad's contributions to education and the cultivation of human values and ethics.

International Human Rights Day (2020): Organized jointly by various departments, the event featured Smt. Vasireddy Padma, Chairperson, AP State Women Commission, as the Chief Guest. The rally, speeches, and exhibition underscored the importance of human rights, with an emphasis on duties preceding rights.

Birth Anniversary of Dr. A.P.J. Abdul Kalam (2021): The University administrators honored Dr. Kalam's birth anniversary by garlanding his statue on October 15, 2021. Prof. Raja Sekhar P, the Vice-Chancellor, encouraged the youth to draw inspiration from Dr. Abdul Kalam's commitment to fulfilling duties and responsibilities.

Constitution and Human Rights Awareness Programs: The University organizes awareness programs and interactive exhibitions on the Constitution and Human Rights, providing a platform for deepening understanding, fostering engagement, and promoting discussion and reflection on constitutional principles and values.

Mission and Vision Statements: The University's mission and vision statements reflect a commitment to constitutional duties related to women, environmental protection, Swachh Bharat programs, tree plantation, water conservation, and biodiversity protection. This alignment sets the framework for community programs focusing on these core concepts.

Integrated Education: The University integrates cultural traditions with contemporary needs and employability, ensuring that teaching and research produce responsible citizens. This approach acknowledges the importance of imparting knowledge and skills that contribute to society's intellectual, social, political, ethical and material development while upholding the rule of law.

Constitution Day Celebrations: Celebrating Constitution Day on November 26th each year invites legal personalities to speak about fundamental rights, duties, values and responsibilities of citizens. The event serves as a reminder to honor India's struggle for freedom and emphasizes the importance of respecting the National Flag and National Anthem.

Promoting Human Dignity and Social Justice: Regularly conducting activities that promote human dignity, equality, social justice, human rights, freedom, rule of law, equity and respect demonstrates the University's commitment to these constitutional values, fostering an inclusive and just campus environment.

Through these programs, activities and celebrations, the University ensures that students and employees not only possess knowledge of constitutional obligations but actively engage in upholding them. These efforts contribute to the development of responsible citizens committed to promoting human rights, equality and the values enshrined in the Constitution.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Institutional data in the prescribed format (data template)	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

Acharya Nagarjuna University constantly attempts to initiate innovations that would be educative and ideal for others to follow. Apart from a number of practices called best practices, the University promotes motivational activities to make the campus eco-friendly. One of them is development of Herbal Garden in a land of about 2 acres with as many as 530 plants of rare types most of them being of great medicinal value. The department of Environmental Sciences of the campus with the interaction of NSS wing maintains the campus, as a 'No-smoking zone', plastic-free, clean and green.

Some of the other innovations / best practices promoted in the assessment period are as stated below:

Best Practice -1

Hosting an Annual Academic Exhibition that serves as a link between schools and colleges, aimed

at raising awareness about higher education systems among the rural population.

Objective: The primary objective of the annual academic exhibition at ANU is to bridge the gap between school and college, fostering awareness and enthusiasm for higher education within the rural population. A distinctive feature of this initiative is the promotion of interdisciplinary collaboration to showcase the diverse and impactful research and innovations produced within our academic community.

Implementation Details: The exhibition is based on a particular theme for that year and all the Departments shall organize events derived from the main theme of the University. The exhibition includes seminars, quizzes, project exhibitions and a few orientation/awareness programmes. All the Government School Children of the rural areas in the vicinity of the University are invited to attend the event. The University provides hospitality, accommodation and transportation to the school students. The children will interact with the University students and research scholars and thus imbibe interest in higher education.

Best Practice 2:**Establishment of Learner Study Centres (LSCs) in rural areas thereby increasing Gross Enrolment Ratio (GER) on par with NEP 2022.**

Implementing Learner Study Centers (LSCs) in rural areas is a commendable initiative to boost the Gross Enrolment Ratio (GER) and align with the objectives of the National Education Policy (NEP) 2022. Here are some best practices for the Acharya Nagarjuna University Distance Education Center by identifying and establishing LSCs in strategically chosen rural areas with a focus on accessibility for the target population. Ensuring proximity to educational hubs and communities with limited access to higher education.

Community Engagement: Strong community engagement is fostered by collaborating with local leaders, community organizations, and educational stakeholders. Conduct awareness campaigns to inform residents about the benefits of distance education and the resources available at LSCs.

BEST PRACTICE 3: Creation and Maintenance of an Eco-friendly Campus**Objectives of the Practice:**

The Eco-Friendly Campus initiative focuses on creating awareness and fostering sustainable learning within the college community. This is achieved by promoting eco-friendly practices embraced by both faculty and students on campus. The initiative encourages the use of bicycles, electric bikes, battery operated vehicles to reduce carbon emissions and fuel conservation. Additionally, well-constructed, pedestrian-friendly roads prioritize safe and convenient movement.

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:

Acharya Nagarjuna University (ANU) stands as a esteemed institution in Andhra Pradesh, committed to the noble cause of cultivating a diverse pool of human talent. Founded on the principles of Acharya Nagarjuna, a revered Buddhist preceptor, the University seeks to impart knowledge that not only makes students employable but also inspires in them a sense of responsibility that is crucial for societal well-being. This distinctive philosophy is the cornerstone of ANU's priorities and thrust, shaping its performance across various academic realms.

The University's mission spans seven faculties, covering a spectrum of disciplines such as faculty of arts, faculty of Natural sciences, faculty of physical sciences, faculty of law, faculty of physical education, faculty of Engineering & Technology and faculty of pharmaceutical sciences. This broad academic structure ensures a comprehensive educational experience for students, equipping them with knowledge and skills vital for their professional and personal growth.

ANU's commitment to staying abreast of contemporary educational trends is evident in its curriculum design and implementation. Aligning with the National Education Policy (NEP) of 2020, the University emphasizes skill-based courses, outcome-based education and the integration of stakeholder feedback. The adoption of Information and Communication Technology (ICT) in classrooms, a blended mode of teaching and learning including centre for distance education and the implementation of a choice-based credit system all contribute to creating a dynamic and responsive educational environment.

In line with its vision and mission, ANU places a strong emphasis on research activities. These not only contribute to the academic knowledge base but also extend their impact on the community through various extension activities and the National Service Scheme (NSS). Specialized research centres within the University serve as hubs for cutting-edge research, providing both manpower and sophisticated equipment for researchers within and outside the campus.

One notable achievement is the establishment of the **MHRD-DIC ANU Satellite Centre in collaboration with the Ministry of Human Resource Development (MHRD)**. This centre focuses on satellite technology and applications, playing a crucial role in research, development and innovation in this field. By engaging in satellite design, development, testing and providing training programs, the centre contributes to advancements that benefit both the University and the wider scientific community. Additionally, the University has set up a DST FIST Sophisticated Lab in the Department of Physics, further enhancing its research capabilities.

ANU's commitment to technological advancements is also evident in the establishment of a research lab in the Engineering College. Equipped with the latest software, this lab serves the needs of Engineering graduates, postgraduates, and research scholars. Collaborations with industries and organizations, exemplified by partnerships with Tree-D Hubs (Drone Technologies) and Jesvid Cryo, facilitate

knowledge exchange and technology transfer. These partnerships lead to joint research projects, internships and initiatives that bridge the gap between academia and industry.

Seed Money Grant

Moreover, ANU actively operates a Centre for Innovation and Intellectual Property Rights (CIIPR) cell to harness its intellectual wealth. This cell unlocks the true potential of research outcomes, driving advancements and building a competitive edge in the global academic landscape. To encourage the University faculty, the CIIPR cell has sanctioned a “**Seed Money Grant**” up to a maximum amount of Rs. 2 lakhs for 2 years. The objective of the “**Seed Money Grant**” project is to bring out the innovative ideas of the faculty in the form of research outputs which in turn benefits the student community as well as society.

The University's dedication to holistic education is further evidenced by the mentor-mentee practice, providing students with personalized guidance for both academic and personal development. Fieldwork, internship programs, and increased industry interaction enhance students' readiness for the workforce upon completion of their programs.

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

5. CONCLUSION

Additional Information :

In addition to its academic programs and cultural significance, Acharya Nagarjuna University (ANU) has made significant strides in fostering innovation and aligning with national education reforms. The establishment of incubation centers within the university ecosystem underscores its commitment to nurturing entrepreneurship and fostering collaboration between academia and industry. These incubation centers provide essential resources, mentorship, and networking opportunities to aspiring entrepreneurs, empowering them to translate innovative ideas into viable business ventures.

Moreover, ANU has proactively embraced the National Education Policy (NEP), a landmark reform aimed at revitalizing India's education system to meet the challenges of the 21st century. By aligning its policies and practices with the NEP's objectives, ANU seeks to enhance academic flexibility, promote multidisciplinary learning, and foster holistic development among students. Implementation of NEP initiatives such as flexible curricula, credit transfer mechanisms, and emphasis on experiential learning enriches the educational experience at ANU, preparing students to thrive in a rapidly evolving global landscape.

Furthermore, ANU's engagement with industry partners and professional experts through initiatives like the "Professor of Practice" positions demonstrates its commitment to bridging the gap between academia and the professional world. By integrating real-world expertise into academic institutions, ANU enhances the practical relevance of its programs and equips students with the skills and knowledge needed to excel in their chosen fields.

Overall, ANU's focus on innovation, entrepreneurship, and alignment with national education reforms positions it as a dynamic institution at the forefront of educational excellence and societal impact. Through its incubation centers, NEP implementation efforts, and collaborations with industry stakeholders, ANU continues to adapt and evolve to meet the evolving needs of students, industry, and society at large.

Concluding Remarks :

In conclusion, Acharya Nagarjuna University stands as a testament to its commitment to academic excellence, innovation, and holistic development over its four-decade journey. Situated on a sprawling 300-acre campus between Vijayawada and Guntur, the university has evolved into one of the fastest-growing institutions in Andhra Pradesh. Named after the eminent philosopher Acharya Nagarjuna, the university draws inspiration from his profound teachings.

With a diverse student and faculty population, the university offers a conducive environment for higher learning and research. Its extensive range of programs, including 68 UG & PG programs and 87 UG & PG programs through the Centre for Distance Education, caters to the educational needs of students across various disciplines.

Acharya Nagarjuna University has garnered accolades, including the prestigious "A" grade accreditation by the National Assessment and Accreditation Council (NAAC) and impressive international and national rankings. The focus on implementing the National Education Policy, fostering global competencies, inculcating values, promoting technology use, and striving for excellence reflects the institution's commitment to academic

standards.

The university's infrastructure and facilities, from well-equipped laboratories to sports complexes and hostels, contribute to a vibrant learning environment. The emphasis on career guidance and placement, coupled with a strong academic support system, ensures the holistic development and progression of students.

The University's governance structure, including statutory bodies and committees, ensures effective administration and decision-making. Initiatives such as the Internal Quality Assurance Cell (IQAC) and Planning, Monitoring, and Evaluation Board reflect a commitment to quality and continuous improvement.

Innovations and best practices, such as the development of a Herbal Garden and an eco-friendly campus, showcase the university's dedication to environmental sustainability and community well-being.

In summary, Acharya Nagarjuna University's journey is marked by unwavering dedication to academic advancement, research excellence, and the overall development of its students. As it continues to strive for greater heights, the university stands as a beacon of inspiration in the higher education landscape

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	<p><i>Electronic media and other digital components in the curriculum - Percentage of the Courses on offer by DDE that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years.</i></p> <p>1.1.3.1. <i>Number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years.</i> Answer before DVV Verification : 1422 Answer after DVV Verification: 796</p> <p>1.1.3.2. <i>Total Number of Courses on offer across all programs by DDE over the last five years.</i> Answer before DVV Verification : 1429 Answer after DVV Verification: 1429</p> <p>Remark : DVV has made the changes as per shared report by HEI .</p>
1.2.1	<p><i>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</i></p> <p>1.2.1.1. <i>Number of new courses introduced during the last five years</i> Answer before DVV Verification : 983 years Answer after DVV Verification: 847 years</p> <p>1.2.1.2. <i>Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years</i> Answer before DVV Verification : 2604 years Answer after DVV Verification: 2604 years</p> <p>Remark : DVV has made the changes as per shared report not considered duplicates .</p>
1.3.3	<p><i>Percentage of Programmes that have components of field projects / research projects / internships during last five years</i></p> <p>1.3.3.1. <i>Total Number of programmes that have components of field projects/research projects/internships (without repeat count) during last five years.</i> Answer before DVV Verification : 279 Answer after DVV Verification: 71</p> <p>1.3.3.2. <i>Total Number of programmes offered (without repeat count) during the last five years.</i> Answer before DVV Verification : 317 Answer after DVV Verification: 317</p> <p>Remark : DVV has made the changes as per shared report by HEI excluding the duplicates .</p>
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC, etc.) as per applicable reservation policy for the first year admission year-wise during the last five years</i></p> <p>2.1.2.1. <i>Number of actual students admitted against the reserved categories in the first year of</i></p>

the programme year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1509	1318	1526	1331	1352

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1248	1172	1092	1032	1010

2.1.2.2. Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1301	1195	1116	1057	1023

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1301	1195	1116	1057	1023

Remark : DVV has made the changes as per shared report by HEI .

2.4.5 Learner : Academic Counsellor ratio***2.4.5.1. Number of empanelled Academic Counsellors for the latest completed academic year***

Answer before DVV Verification : 5728

Answer after DVV Verification: 5137

2.4.5.2. Number of learners during the last completed academic year

Answer before DVV Verification : 21250

Answer after DVV Verification: 21250

Remark : DVV has made the changes as per shared report by HEI .

3.1.2 The institution provides seed money to its teachers for research (average per year)***3.1.2.1. Amount of seed money provided by institution to its teachers for research year- wise during the last five years(INR in lakhs)***

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
170.345	33.25	28.5	31.0	22.75

Answer After DVV Verification :

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

165.845	32.00	22.5	31.0	21.50
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Remark : DVV has made the chhanges as per shared report by HEI .

3.1.3	<p><i>Percentage of teachers receiving national/ international fellowship / financial support by various agencies for advanced studies/ research during the last five years.</i></p> <p>3.1.3.1. <i>Number of teachers who received national / international fellowship / financial support from various agencies, for advanced studies / research; year-wise during the last five years.</i> Answer before DVV Verification : 43 Answer after DVV Verification: 35</p> <p>Remark : DVV has made the changes as per shared report by HEI .</p>
3.1.4	<p><i>Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</i></p> <p>3.1.4.1. <i>The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years.</i> Answer before DVV Verification : 278 Answer after DVV Verification: 275</p> <p>3.1.4.2. <i>Number of PhD Scholars enrolled during last five years.</i> Answer before DVV Verification : 389 Answer after DVV Verification: 389</p> <p>Remark : DVV has made the changes as per shared report by HEI .</p>
3.2.2	<p><i>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</i></p> <p>3.2.2.1. <i>Number of research projects funded by government and non-government agencies during the last five years.</i> Answer before DVV Verification : 41 Answer after DVV Verification: 39</p> <p>Remark : DVV has made the changes as per shared report by HEI .</p>
3.4.2	<p><i>Number of Patents awarded during the last five years..</i></p> <p>3.4.2.1. <i>Total number of Patents awarded during the last five years..</i> Answer before DVV Verification : 57 Answer after DVV Verification: 5</p> <p>Remark : DVV has made the chamges as per shared report excluding the duplicates .</p>
3.4.3	<p><i>Number of Ph.Ds awarded per recognized guideduring the last five years</i></p>

3.4.3.1. How many Ph.Ds were awarded during last 5 years

Answer before DVV Verification : 1962

Answer after DVV Verification: 1950

3.4.3.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 201

Answer after DVV Verification: 201

Remark : DVV has made the changes as per shared report excluding the duplicates.

3.4.4 Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**3.4.4.1. Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Answer before DVV Verification : 3730

Answer after DVV Verification: 3577

Remark : DVV has made the changes as per shared report do not considered duplicates .

3.4.5 Number of books and chapters in edited volumes published per teacher during the last five years**3.4.5.1. Total number of books and chapters in edited volumes / books published during the last five years.**

Answer before DVV Verification : 1222

Answer after DVV Verification: 350

Remark : DVV has made the changes as per pro rata basis of shared e pages of books and chapters by HEI. some e- pages are in regional languages which we have not considered .

4.2.2 Percentage of expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during the last five years..**4.2.2.1. Annual expenditure for purchase of books and journals year- wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
142.90000	94.17713	15.95225	78.98673	85.05414

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
142.90000	94.17713	15.95225	78.98673	7835.450

Remark : DVV has made the changes as per shared repor by suppoting document .

4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 562"> <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>4624.502</td> <td>3131.894</td> <td>2731.066</td> <td>3571.795</td> <td>4017.230</td> </tr> <tr> <td>65</td> <td>75</td> <td>21</td> <td>81</td> <td>64</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 813"> <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>4624.502</td> <td>641.104</td> <td>1315.353</td> <td>2173.925</td> <td>4250.605</td> </tr> <tr> <td>65</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	4624.502	3131.894	2731.066	3571.795	4017.230	65	75	21	81	64	2022-23	2021-22	2020-21	2019-20	2018-19	4624.502	641.104	1315.353	2173.925	4250.605	65				
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5.3.1	<p>Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years..</p> <p>5.3.1.1. Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1252 1046 1386"> <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>141</td> <td>18</td> <td>6</td> <td>23</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1464 1046 1599"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>98</td> <td>12</td> <td>3</td> <td>18</td> <td>16</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	141	18	6	23	17	2022-23	2021-22	2020-21	2019-20	2018-19	98	12	3	18	16										
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2022-23	2021-22	2020-21	2019-20	2018-19																											
98	12	3	18	16																											
6.3.3	<p>Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years</p> <p>6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1995 1046 2085"> <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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19																									
2022-23	2021-22	2020-21	2019-20	2018-19																											

39	315	562	30	45
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	59	164	17	28

Remark : DVV has made the changes as per shared report by HEI do not considered duplicates .

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations